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# The development of an enabling self-administered questionnaire for enhancing reading teachers' professional pedagogical insights

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**THE DEVELOPMENT OF AN ENABLING SELF-ADMINISTERED  
QUESTIONNAIRE FOR ENHANCING READING TEACHERS'  
PROFESSIONAL PEDAGOGICAL INSIGHTS**

by

**JANET CONDY  
CNDJAN001**

**Thesis presented for the degree of  
DOCTOR OF PHILOSOPHY**

**In the School of Education  
Faculty of Humanities**

**University of Cape Town**

**FEBRUARY 2006**

## DECLARATION

I declare that *The development of an enabling self-administered questionnaire for enhancing reading teachers' professional pedagogical insights* is my own work, except where indicated, and that it has not been submitted for any degree in any other university. Opinions and conclusions arrived at in the thesis are those of the author.

Signed: .....

Janet Condy

February 2006

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You raise me up so I can stand on mountains  
You raise me up to walk on stormy seas  
I am strong when I am on your shoulders  
You raise me up to more than I can be.

Thanks to my friends for keeping my spirits up and always giving me their continued support and encouragement.

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## ABSTRACT

There have been many national and provincial studies on children's literacy levels in recent years in South Africa. However, none has determined the teachers' own understandings of the core indicators of an effective reading teacher. During a preliminary feasibility study, the researcher was surprised to discover how many under-qualified teachers there were who had a limited professional understanding of current primary school reading instructions, approaches and practices. To assess more accurately these experienced teachers' perceived professional competencies in teaching reading, the current study reports the development, refinement, validation and implementation of a conveniently self-administered profile of professional competencies designated the "*Core Indicators of an Effective Reading Teacher Questionnaire*" (CIERTQ). The researcher (the writer) gathered and analysed theoretically coherent feedback data from more than 1000 qualified, experienced and active reading teachers to establish a set of competencies describing teachers' professional understandings of their pedagogical reading tasks. These clarified roles - as outcomes of the thesis - can be fed back to, and integrated with, teachers attending future literacy programmes and policies in economically developing countries, as well as serving to enable present and future teachers of reading to self-identify and improve possible aspects of their daily classroom activities.

The present study is grounded in the social constructivist, socio-and psycho-linguistic theories originating from the works of Piaget (1969), Vygotsky (1930), Cambourne (2004) and Goodman (2005). Their foundational principles and literacies, together with relevant educator competencies specified and described in the South African National Education Department's Norms and Standards for Educators document (2000) and in both the Foundation Phase (Grades R – 4) (1997) and Intermediate Phase (Grades 4 – 6) (1997) were defined and then applied to the derivation of all items in the CIERTQ.

The CIERTQ instrument evolved through three phases of validation. First, the preliminary improvements in the questionnaire developed through seven formative versions as it passed through successive pilot trials with different small groups of self-selected reading teachers (teachers from grades 2 – 7, principals, subject advisors, learning support teachers, final year teacher training students and lecturers) from 1999 to early 2002.

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Phases two and three formed the major part of this research. Participants in phase 2 were introduced to *Concentrated Language Encounter (CLE)*, an innovative reading programme implemented and expanded annually between 2001 and 2005, in 4900 new classrooms in 308 developing schools, in South Africa's Western Cape region. Phase two involved further development and refinement of the CIERTQ. Version 8 was administered to 533 reading teachers in early 2002. It was re-administered to 360 teachers six months later. 173 of the pre-tested teachers were present at both the pre-and repeat workshops. After qualitative and quantitative analysis of the generated data, version 8 of the CIERTQ was improved and version 9 was reformulated in readiness for another large-scale trial.

Phase three was the final administration of the CIERTQ, version 9, to a new relevant self-selected study group of 144 reading teachers who were attending the 2003 National Professional Diploma in Education course in teaching Literacy in the primary schools offered in the Education Faculty of the Cape Technikon.

Throughout phases two and three several cautious varimax normalised factor analyses were engaged to refine and develop the questionnaire, within the context of teaching reading in economically developing schools in South Africa. The final instrument comprised 41 items which clustered into eight factors or dimensions of pedagogy. Particularly prominent factors with factor loadings between 0.50 and 0.72 were interpreted as (1) *pedagogically strategic items* (which included *reading for meaning and application*, *reading for strategy development* and other items of support); (2) *reading for meaning and interpretation*; and (3) *reading for socialising* (which included *reading for research and surveillance*). Almost all of the Cronbach alpha reliability coefficients for the eight sectors of versions 7 to 9 of the CIERTQ varied in the range of  $\alpha = 0.70 - 0.87$ . Finally, the responses to the items were re-analysed and presented in relation to the foundational theories of literacy and to the South African's Department of National Education, Revised National Curriculum Statement (2002) to produce an underlying coherent pattern of interpretation. Thus, overall, a valid and reliable instrument was produced, through refined consensus, with potential for use in augmenting further literacy research. Such future-orientated research is already a recently stated major policy focus of the current Minister of Education in South Africa for the years 2006 – 2009.

This study presents a unique contribution to knowledge. The CIERTQ appears to have wide validity for primary schools that operate with multilingual reading cultures and diverse

reading approaches, particularly in economically developing regions of South Africa and possibly beyond.

The investigation makes recommendations for modifications to policy in terms of (a) introducing minor reform to the existing learning outcomes and (b) formulating an additional five new assessment standards for the South African's Department of Education, Revised National Curriculum Statement (2002) Home Language document. For policy writers it may be useful to study the emergent well-defined sector names of the CIERTQ which convey a broader and a more holistic understanding of reading than those expressed in the policy document.

The findings of the study answer the key research question: "Is it possible to develop, refine, validate and implement a profile of professional competencies of effective reading teachers for the South African context?" The answer is clearly in the affirmative, thereby corroborating and consolidating the current literacy theories of Cambourne (2004), and Goodman (2005) and the South African Norms and Standard for Educators (2000) document in South Africa's unique educational context at the commencement of the 21<sup>st</sup> century.



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**LIST OF ABBREVIATIONS**

AS	Assessment Standards
CIERTQ	Core indicators of an effective reading teacher questionnaire
CLE	Concentrated Language Encounter
DEAR	Drop Everything and Read
DoE	Department of Education
EMDC	Education Management Development Centre
GDP	Gross Domestic Product
GNI	Gross National Income
Int1	Interviewer 1
Int2	Interviewer 2
Int3	Interviewer 3
LIP	Literacy Intervention Project
LO	Learning Outcome
MLA	Monitoring Learning Achievement Project
n	Number
NDoE	National Department of Education
NPDE	National Professional Diploma in Education
OBE	Outcome-based Education
PANSALB	Pan South African Language Board
PPP	Purchasing Power Parities
RIP	Reading Intervention Project
Rk	Rank
RNCS	Revised National Curriculum Statement
RSA	Republic of South Africa
S.A.	South Africa



SAFCERT	South African Certification Authority
Sec	Sector
SD	Standard Deviation
SLES	Specialized Learner and Educator Support
SF	Systemic Functional (theory)
S-F	Systemic-Functional (theory)
SSR	Sustained Silent Reading
TSP	Thousand School Project
UCT	University of Cape Town
UNESCO	United Nations Educational, Scientific and Cultural Organisation
US	United States
WCED	Western Cape Education Department
2D	Two dimensional

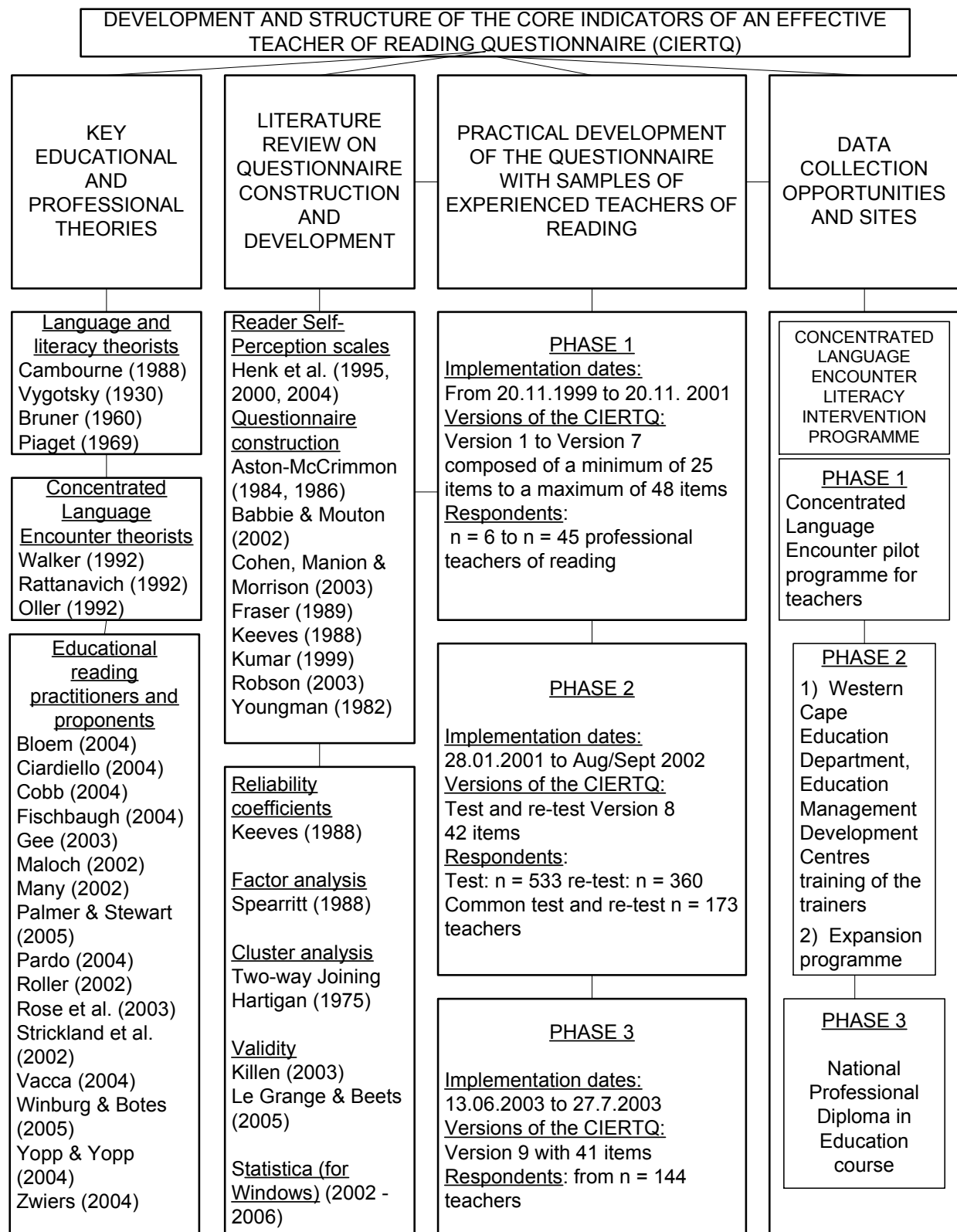
## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1. INTRODUCTION**

This study is an investigation of educators' insights into literacy learning in 308 primary schools in an economically developing country, chiefly from the perspective of more than a thousand experienced South African reading teachers. They have spoken from their classroom and workshop bases, in the midst of their daily instructional tasks and practices. As these teachers reach towards pedagogical consensus, through reflections on their current school lesson situations, there will arise the systematic development of a profile of agreed competencies and professional understandings of the core indicators of an effective teacher of reading at the primary school level.

This chapter discusses the origin and background, importance, context, approach and purpose and goals of the research. It introduces the research questions to be answered, clarification of terms, the context and significance of the proposed study, the limitations, the multi-dimensional nature of the research approach in its several phases and the organization of the dissertation as a whole.

**Figure 1.1** The structure and development of the thesis

## 1.2. ORIGIN AND BACKGROUND OF THE STUDY

The government that came into power in South Africa in 1994 inherited a fragmented and diverse education system with nineteen different departments rigidly separated by ideology, race and geography. At that time the aims and curricula of the various education systems differed in that the children were being educated in different ways for pre-determined types of work occupations in the economic and political arenas of the community. Prior to 1994, the state education system was designed to exclude the majority of learners from access to quality westernized public education. A challenge for the new government was to address the inequality in education systems and align them to one common system for all learners through a core curriculum. For the first time all races and genders met to develop a participatory and representative curriculum where all learners, irrespective of their race, class, gender, religion and other characteristics, had access to uniform basic education that was of good quality.

The South African Government Constitution document of (1996)<sup>1</sup> provided the basis for a new curriculum to be transformed and developed for the contemporary circumstances prevailing in South Africa. The aims of the Constitution are to:

- Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- Improve the quality of life for all citizens and free the potential of each person;
- Lay the foundations for a democratic and open society in which Government is based on the will of the people and every citizen is equally protected by law; and
- Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

South Africa's National Department of Education's Manifesto on Values, Education and Democracy (2001b:13), identified ten fundamental values of the Constitution, namely: democracy, social justice and equity, non-racism and non-sexism, human dignity, an open society, accountability, respect, the rule of law and reconciliation.

South Africa's National Department of Education's Lifelong Learning for the 21<sup>st</sup> Century through a National Curriculum Framework Document (1996) was developed and informed

### 3.1.1

<sup>1</sup> Throughout this thesis the following documents, government gazettes, parliamentary acts, constitutions are all referenced under South Africa on pages 245-247 e.g. (1) South Africa. National Government Education Department. 2005, (2) South Africa. Western Cape Education Department. 2002 and (3) South African Government: Office of the President 1995. All documents have been referenced in chronological order.

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from principles from the White Paper on Education and Training from the South African National Department of Education 1995, the South African Qualifications Act No. 58 of the South African National Department of Education 1995 and the South African Government's National Education 1996 Policy Act No. 27. The latter policy Act provided for the development of an outcomes-based education system, based on Spady's (1994) model, which is intended to be responsive to the goals of the country and the needs of the learners. The four principles of Spady's (1994:10) Outcome-based Education (OBE) are: clarity of focus, design down, high expectations and expanded opportunities. Spady (1994:28) stated that, when all of these four principles are authentically implemented in a consistent and systemic fashion, OBE fosters major improvements in student learning and staff effectiveness. This shift from the traditional focus on inputs to a concern for the processes and outcomes of learners, responds to an urgent need in our society for educational purposes and systems that encourage rather than limit the learning experiences and processes of all learners in South Africa.

The implemented curriculum endeavours to develop the full potential of each learner as a citizen of a democratic South Africa who respects and values equality, human dignity, life and social justice. All children and adults are encouraged to become lifelong learners who are literate, numerate, confident, independent, multi-skilled, who respect the environment and who are able to participate critically in society as active citizens.

Additionally, the kinds of teachers envisaged to implement the curriculum are those who are competent and qualified, dedicated and caring, and who will be able to fulfil the seven roles presented in the South African Department of Education's Norms and Standards for Educators of 2000 (Government Gazette No. 20844). These pedagogical roles are: mediators of learning; interpreters and designers of learning programmes and materials; leaders; administrators and managers; scholars; researchers and lifelong learners; community members; citizens and pastors; assessors; and learning area/phase specialists.

The South African National Department of Education's Norms and Standards Document for Educators (2000:9) (Government Gazette No. 20844) discussed and described educator development as an ongoing continuum. It also explained the roles of educators and their associated competences (norms) and qualifications (standards). This document has drawn from the work of seven other reports and papers in collaboration with the Education Labour Relations Council. Its main function is to describe applied competence and its associated

assessment criteria that meet the academic, professional and occupational requirements. “Applied competence” is the umbrella term for three different but interconnected competences:

*Practical competence* is the demonstrated ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.

*Foundational competence* is where the learner demonstrates an understanding of the knowledge and thinking that underpins the action taken.

*Reflexive competence* in which the learner demonstrates ability to integrate or connect performances and decision-making with understanding, and with an ability to adapt to change and unforeseen circumstances and to explain the reasons behind these adaptations.

In this thesis, the researcher (writer) discusses such aspects of “applied competence” which are to be explored and delineated for primary school teachers of reading in particular, in the specific context of classroom pedagogy.

The seven pedagogical roles are discrete competences that the applied competence integrates (in both theory and practice) and assesses in an applied manner. They must be demonstrated at various depths within a phase or subject specialist role. The seventh role - that of a learning area/subject/discipline phase specialist - is the over-arching role into which all the other roles are integrated, and it relates to the central role of learning mediation.

The assessment strategy evaluates both horizontal and vertical integration. Horizontal integration is the integration of roles with the knowledge and skills delivered through the various course specializations. Vertical integration relates to the extent to which the foundational, practical and reflexive competences have been achieved. It assesses whether educators are able to integrate the ability to perform important teaching actions competently (a practical competence), understand the theoretical basis for their actions (foundational competence) and reflect on and make changes where necessary to the teaching practice (reflective competence). It is the vertical integration strategy that forms the focus of this dissertation, with experienced teachers of primary school reading constituting the population under study.

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The list of seven roles describing the practical, foundational and reflexive competences of educators, as well as an account comparing these roles to those expected of a literacy expert, are described in more detail in Appendix 1 on page 253.

The transformation process undertaken by the Department of Education since 1994 has not been without challenges. There continue to be reports from many parts of the country that the system is still affected by the legacies of disparities such as large classes, inadequate or no resources and many under- and unqualified teachers. The South African government is faced with developing enabling structures to introduce and sustain continuous improvements in the post-apartheid education system. Continuous evaluations have been legislated to track progress and to ensure that resources are properly used.

The South African National Department of Education's Policy Act 1998 (Act No. 27 of 1996) mandated the Minister of Education to evaluate and monitor the standards of education provision, delivery and performance throughout the Republic. Prior to the introduction of the Act, there was no systemic monitoring of the education system's quality apart from the results of the matriculation examinations. Such monitoring was to be done with the view to assessing progress, in compliance with the provisions of the Constitution of the Republic of South Africa and National Education Policy. The South African National Department of Education's Draft Assessment Policy for General Education and Training Phase Grade R to 9, (2001a) allowed for systemic evaluations to be conducted on a nationally representative sample of learners to evaluate the extent to which the education system has achieved its social, economic and transformational goals. These goals are achieved by measuring learner performance, as well as the contexts in which learners experience learning and teaching, and in three grades - namely Grades 3, 6 and 9. The learner achievement section of the systemic evaluation establishes trends in the acquisition of key knowledge, skills, values and attitudes by learners at different grades in the system. The contextual component develops insights into the environment in which teaching and learning take place and it aims to establish the effectiveness of the education system with regard to the constitutional principles of access, redress, equity and quality.

The South African National Department of Education White Paper 6 (2001d) described the principle of *access* to education and training of good quality to all children, youth and adults

and the means for learners to move easily from one learning context to another and proposed greater flexibility in choosing what, where, when, how and at what pace the learners learn.

White Paper 6 (2001d) also refers to *redress* as a concern for those people who were disadvantaged or have suffered inequalities or who were especially vulnerable, including street children and out of school youth, the disabled and the citizens with special education needs, illiterate woman and rural communities, squatter communities and communities damaged by violence.

Furthermore, the White Paper 6 defines *equity* in relation to the distribution of resources, human rights, the provision of equal opportunities and gender equity. There must be equity in training and advancement, as well as affirmative action, to ensure an effective nucleus of leadership that is representative of all races of the population.

According to the South African National Department of Education's (DoE) Grade 3 Systemic Evaluation report (2002a:3) the objectives of systemic evaluation were to:

- Determine the context in which learning and teaching is taking place;
- Obtain information on learner achievement;
- Identify factors that affect learner achievement; and
- Make conclusions about appropriate education interventions.

As early as 1998 the DoE began to identify and select appropriate indicators that could be used to measure the condition of the South African education system. Through broad consultation with many organizations, a set of 26 indicators was developed and agreed upon. They have been classified into the following four subsections:

- Context indicators, providing information on the socio-economic context of learners;
- Input indicators, providing information on the resources and infrastructure of the system;
- Process indicators, providing information on aspects related to the teaching and learning process; and
- Output indicators, providing information on the outcomes of the system, one of which is learner performance in numeracy and literacy.

### **1.3. IMPORTANCE OF THE PROBLEM**

Taylor, Muller & Vinjevold (2003:41) stated that:



Literacy and numeracy studies conducted in South Africa from 1998 to 2002 indicate that learners' scores are far below what is expected at all levels of the schooling system, both in relation to other countries (including other developing countries) and in relation to the expectations of the South African curriculum.

These poor literacy levels in South Africa are demonstrated by examining the evidence of the levels of literacy (or illiteracy) attained in Grades 3, 4 and 6 from February 2000 to January 2004. In some instances more detail of the contextual background has been given below to provide the reader with a broader view of the literacy problem facing South Africans today.

- In February **2000**, the results of the Western Cape Education Department's Monitoring Learning Achievement Project (2000) found that 60.68% of all Grade 4 learners in the Western Cape Education Department obtained at least 50% on the Grade 4 reading and writing literacy tasks. The two areas of the literacy task in which the learners in the Western Cape performed the best were *word recognition* (83.2%) and *providing information* (73.2%), while *writing skills* were (44.5%). These provincial results were in line with the national results. On average, girls outperformed boys by almost 6%, and there were more girls in the higher performance levels.
- At Grade 3 level of the South African Department of National Education (2001c) in **2001** the National Systemic Evaluation reported that Grade 3 learners achieved a mean score of 54% on the Grade 3 level literacy tasks (*listening comprehension* 68% and *reading comprehension* 39%).
- However, the Western Cape Department of Education, Grade 3 Systemic Evaluation (**2002**) reported that only 43% of Grade 3 learners achieved 50% on the literacy tasks (but *listening comprehension* had a mean score of 78%). This report also stated that the average level of parents' education in the Western Province lay between Grades 9 and 10, with 70.3% of learners having previously attended a pre-primary class before they entered Grade 1.
- In February **2003** the Western Cape Education Department's final report (2003a) of the Grade 3 Learner Assessment Study 2002, indicated that only 32.2% of learners were performing at the Grade 3 literacy level. The five performance tasks included a word recognition task, a sentence completion task, a cloze test, a 'mind map' task and a comprehension passage. (It was found that 8% of Grade 3 learners could not read single words and could not have attained a Grade 1 reading level; 18.3% were

performing at Grade 1 level; 12.5% were reading at Grade 2 level; and 29% of the Grade 3 learners were achieving between Grade 2 and 3 levels).

- In January 2004 the Western Cape Education Department's final report (2004) of the Grade 6 Learner Assessment Study indicated that only 35% of the learners were passing at Grade 6 level. Home language and medium of instruction linked strongly with performance, with English being the strongest predictor of success and IsiXhosa the weakest. The former "white" schools (Cape Education Department schools) performed best with a 65.8% pass rate at Grade 6, compared with the previously demarcated "black" schools (Department of Education and Training) which underachieved with a mere 14.7% pass rate at Grade 6 level. The wealthiest Grade 6 learners performed best with 82.9% operating at the specified Grade 6 literacy level compared with the poorest learners who achieved only a 16.8% pass rate on the literacy tasks.

Oller (1992:55) suggested that teaching across the world will rise and fall to the level of testing, just as liquid seeks its own level. In other words, if the assumptions set by testing are high, under normal classroom conditions, the teaching and learning performance levels will tend to rise to the challenge of the investigation. Although national testing has been in progress for the past few years in South Africa, Tierney (2000:244) warned against too much national and provincial testing. In New Zealand, Chicago and Michigan students and parents began campaigning against "high-stakes testing", saying the students were being tested too much. He suggested that educational tests should be used for the following reasons, instead of for the purpose of deriving pure numbers and labels:

- Evaluation should be seen as a social construction that is a continuous, recursive and divergent process (raising more questions than answers).
- Evaluation should be an emergent process that cannot be fully designed in advance.
- Evaluation should be a process for sharing accountability rather than assigning it.
- Evaluation should be an educative and empowering activity for all.
- Evaluation should respect diversity more than standardization.
- The intent of evaluation should be to afford students opportunities to engage with teachers, caregivers and stakeholders involving genuine decision-making.

In South Africa, considered an economically developing country, it has now become common public knowledge that reading and literacy achievements, and schooling standards in general, and especially those in the Western Cape, have declined considerably. There are many reasons for this decline and Van der Berg (2004) reported that "The literacy and numeracy

results in our schools are generally worse than in other, much poorer African countries.” He also mentioned that inputs such as more money, more teachers, more teaching materials and learning aids, and smaller class sizes were not the crucial factors in school performance. The three most powerful factors determining how well a school functions are the quality (or lack of quality) of the school principal, the level of teacher commitment and the extent of community involvement. He mentioned that, “The only solution must be an African one.”

At the same time, our counterparts in a developed country, the United States of America Bauman, Hoffman, Duffy-Hester & Ro (2000:361) surveyed their teachers’ attitudes to teaching reading and stated:

Our surveys suggest great energy in classrooms and administrators’ offices; a commitment to children, teaching and learning; and a desire to move elementary reading instruction forward in spite of the many challenges public educators face. We did not find complacency but rather a sense of motivated urgency to adopt instructional principles, practices and philosophies that will accommodate learners of today.

This same study reported that the 671 teachers and administrators in the sample were highly educated and qualified with more than 50% of teachers and over 90% of administrators holding one or more graduate degrees.

Block, Oakar & Hurt (2002:184) believed that what students achieve in literacy depends greatly on the instruction that they received, the classroom context created, and actions taken by their teachers. Teachers’ expertise goes far in determining the quality of students’ instructional successes. Walker, Rattanavich & Oller (1992:2) argued that the reason why so many school children fail to read has more to do with what goes on in schools than with what the children bring to school.

It was precisely this expressed viewpoint that stimulated the origin of this thesis – the acknowledgement or assumption that literacy achievement depends crucially on the nature and quality of instruction that learners receive in the classroom. In other words, why is it that some teachers achieve high literacy rates with their learners while others, working in the same school and same environment do not? Are they doing things differently in the classroom because of their incomplete understanding of certain essential pedagogical skills and practices required of effective teachers of reading? This question became the driving force behind what the researcher intended to investigate.

#### 1.4. CONTEXT OF THE STUDY

While involved with a percussive study from 1998 to 2001, the researcher was surprised to discover how many under-qualified teachers there were in both the Foundation and Intermediate Phases of primary schools (grades R to 7) who clearly had a limited understanding of current primary school reading instructions, approaches and practices. Their knowledge about working with all aspects of literacy in classrooms appeared to be seriously incomplete. There were no signs of any form of literacy taking place in the classrooms, no books in the classrooms, no pencils or crayons, no posters or children's literacy work hung on walls, there were no cupboards to store equipment and the teachers themselves did not read. Many of them said they did not even read the local newspapers.

By 2001, the reported lack of teacher expertise and low literacy rates in the Western Cape had become a source of great concern for the researcher. The Education Departments' national director of teacher development, Nxesi (2004), reported, "A 2001 audit showed that, of about 350 000 teachers, 58 000 were under-qualified". She mentioned that most of the teachers came from formerly "black" colleges, which offered Junior Secondary Teacher's certificates and Primary Teacher's Certificates of two years duration, compared to the four-year courses offered by the formerly "white" institutions. Matsane (2004), an education spokesperson for one of the provinces in South Africa stated, "Under-qualified teachers, who often came from the former homeland colleges, place an enormous burden on other teachers, and the province's education system. Some of our teachers have the equivalent knowledge of a Grade 10 learner, with no further expertise in a subject." To address this situation, recently the Education Labour Relations Council has spent R95 million in an effort to upgrade teachers as well as to retrain teachers in the new OBE curriculum.

Bubenzer (2004) stated, "The degree of inequality classifying South Africa as one of the most unequal countries in the world is clearly reflected in our matric results."

It was for all of the above reasons that in 1999 - in a separate parallel study (Donald, Condy & Forrester 2003:484) - the researcher decided to focus on using a well researched literacy programme with a sound theoretical background, called the Concentrated Language Encounter (CLE). It attempted to improve the teaching pedagogical skills of teachers working, particularly, in developing schools in South Africa. Although the researcher was

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aware of the plethora of complexities surrounding the decision to commence the CLE programme by singling out only a few generic-reading skills from grades R to 7 seven years ago, the reform initiative needed to be simple and had to begin somewhere.

### **1.5. THE APPROACH TO THE STUDY**

There have been many studies e.g. Pardo (2004), Mohr (2004), Morrow & Cassey (2004), Squires & Bliss (2004), Applegate & Applegate (2004), and Dole (2004) to specifically identify reading instructional talents and qualities that distinguish highly effective teachers from their less effective peers teaching in the same schools and/or in similar socioeconomic neighbourhoods. However, these studies assumed that all the participant teachers had previously received the basic understandings and theoretical knowledge of teaching reading. As this situation was clearly not the case in the Western Cape, the approach of this study was to develop for these teachers a validated taxonomy of teacher's own comprehensive professional understandings of the core indicators of a proficient and competent teacher of reading in the South African context. This emergent profile of competencies is based on sound instructional qualities of teachers, and is to complement the current national curriculum statements. The approach to this study, and the developed questionnaire, was to engage teachers in discussions around the relevant reading skills amongst themselves as well as to use it diagnostically in their classroom environment.

Therefore, using multidimensional research opportunities, this study reports on the development, refinement, validation and substantiation of a matrix of competencies (both literature-based and workshop-derived and supported). This profile is to be identified and clarified by experienced teachers of reading during in-service training programmes, when invited to explain their insights into the pedagogical skills, outputs and ethos of an effective, nurturing and supportive classroom teacher of reading.

It is premised that the delivery capacity of teachers and their learning outcomes at work can be improved by first addressing both their own self-disclosed classroom-based reading pedagogies as well as their wider professional understandings as reading educators.

Current requirements of South Africa's National Department of Education's Revised National Curriculum Statement Policy Document<sup>2</sup> (RNCS 2000b) specified the need to strengthen teacher orientation and training, learning support materials and provincial support. Therefore, it is in this context that several developing forms of a profile questionnaire, the CIERTQ (Core Indicators of an Effective Reading Teacher Questionnaire), have been formulated, refined and re-framed repeatedly during the course of the present study in order to contribute to this task.

## **1.6. PURPOSE AND GOALS OF THE STUDY**

In most discussions about the nature of an effective "reading classroom", the teacher usually assumes a leadership role, and determines what is taught and how it is taught. The educational roles, tasks and goals of any literacy teacher include the provision of an environment in which learners can develop the competencies necessary for effective basic literacy, as well as teachers' classroom development of functional literacy practices.

Therefore the fundamental task of this extended South African study, conducted in schools and workshops from 1999 to 2003, was to investigate whether the data generated from multidimensional research approaches, including progressively refined questionnaires, would support a postulated inventory or profile of competencies (the CIERTQ) agreed by experienced teachers of reading to be a prerequisite for the attainment of the end pedagogical goal – a long term improvement in their learners' literacy levels.

Therefore the chief purpose of the current research was to develop, corroborate, refine and defend both the instrumental utility and the professional content of the CIERTQ by gathering and analyzing focused feedback data from qualified, experienced and active teachers of reading in developing schools.

To this end there have been three questions about the proposed practical and attainable purposes or objectives for the investigation, as follows: -

### **3.1.1** \_\_\_\_\_

<sup>2</sup> South Africa's National Department of Education, Revised National Curriculum Statement Policy Document (2002) has been referred to numerous times in this study. To ensure easy reading the researcher will, from here onwards, refer to this document, as the RNCS (2002b).

- *Is it possible to identify, clarify and verify definitively the core indicators of an effective teacher of reading in the South African context through the combined use of multidimensional methods of research methodology including interviews, action research, questionnaire surveys and document analysis?*
- *How well do the various parts of the profile of core indicators corroborate the educational framework or primary classroom reading and language pedagogies advocated by: a) The RNCS (2002b) Home Language policy document, b) Cambourne's (2004) social constructivist's theory, c) Walker, Rattanavich & Oller (1992) as the leading exponents of CLE d) linguistics such as Halliday (1978) and Hasan (1984) and e) educational reading practitioners such as Vacca (2004)?*
- *Is it possible for three expert reading teachers (two education officials and one lecturer) to perform a detailed summative evaluation of the final version of the produced profile of core indicators, in comprehensive face-to-face interviews, to discover in what ways their critical professional assessments concur, and in what ways they differ and why?*

Stage 1 and Stage 2 phase of the Concentrated Language Encounter (CLE) literacy programme, adapted to an African social context, formed the main workshop data generating site for this study (Walker, Rattanavich & Oller 1992). The CLE literacy programme will be explained in more detail in Chapter 3. (Appendices 2 and 3 comprise a more comprehensive description of CLE).

## **1.7. RESEARCH QUESTIONS**

The key focus question in the current investigation was as follows:

**“Is it possible to derive and substantiate a valid and reliable measure of the profile (or matrix) of core indicators of an efficient and effective teacher of reading (CIERTQ), as a competent professional in the classroom, in an economically developing country?”**

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In its attempt to do so, the investigation will seek answers to nine sub-questions in respect to procedure: -

- 1.6.1 From which sources will the pedagogical and literacy items and indicators originate? (For example, will they be derived from theories of literacy learning; from government policies and/or reports; from documents supplied by reading teachers' associations; from competence profiles; from interviews with experienced teachers; from theories of classroom pedagogy, or from theories of childhood development?)
- 1.6.2 How many items (or elements) will such a well-established and refined CIERTQ profile of core indicators comprise in version 8?
- 1.6.3 Will experienced teachers of reading, drawn from more than 100 schools, tend to reach consensus on the *relative importance* of the items or elements in the profiles of core indicators (when asked to rate them as either "essential", or of "high relevance", "relevant", of "some relevance", or "not relevant")? If so, which items will be selected and judged to be "of high relevance" or as "essential"?
- 1.6.4 How stable is CIERTQ version 8? (In other words if CIERTQ version 8 is re-administered to an intact participant group of 173 reading teachers, after six months, do the responses to it change significantly in any way?)
- 1.6.5 Does the perceived *importance* of the 42 items in version 8 of the CIERTQ tend to change (six months) after an intact participant group of 173 reading teachers participated in a sustained workshop programme of CLE intervention for two full Saturdays? In other words do any of the items tend to change in importance relative to each other?
- 1.6.6 a) Does the feedback supplied by these recorded changes in perception lead to progressive *improvements* in the several dimensions of validity (content composition, clarity of content, structure and theoretical validity) in the construction of versions 9 and 10 of the CIERTQ profile of core indicators and competencies?



- b) What are the values of the reliability coefficients obtained for the CIERTQ when trialled with various large participant groups?
- c) Do the emerging clusters or themes of items become more scattered or more cohesive as the refined versions of the CIERTQ are clarified and improved?

1.6.7 Detailed critique by selected experts (two educational officials and one lecturer) of versions 9 and 10 of the CIERTQ

Does the final (established) version of the profile of professional competencies, or core indicators, withstand the critical, in-depth professional assessment of a small selection of experts (two education officials and one lecturer) in reading literacy, chosen from both the developing world, the developed world and academia? If not, are there any additional recommendations that the CIERTQ be appreciably modified, amended, divided or expanded still further? Do the interviewees agree with the statistical findings generated by the penultimate version of the CIERTQ?

1.6.8 Provisional structure and composition of version 10 of the CIERTQ with factor loadings of  $> 0.50$

What will be the composition of the emerging sectors in the most improved final version of the CIERTQ?

1.6.9 The effectiveness of the implemented CLE literacy programme.

If the participant classroom-based teachers of reading are already using the core teaching techniques identified in the CIERTQ, is there any recent supportive or collateral evidence that they are being effective in changing the literacy rate in the developing schools in South Africa?

## 1.8. CLARIFICATION OF TERMS

### 1.8.1 Literacy

“Literacy” is an evolving and developing concept that is central to the nature of this thesis. Different authors offer a diversity of insights and definitions that are fundamental to understanding the effectiveness of efforts to teach reading: -

UNESCO (1998) outlined four pillars of education that will provide society with literacy tools to meet the challenges posed by the twenty-first century. It is not enough to supply each learner with a store of knowledge, but it is also important to equip individuals with skills to broaden their knowledge, skills and attitudes, and to learn to adapt to a changing, complex and interdependent world. The four pillars of education for literacy are:

- a) *learning to know* – which entails developing tools for thinking and reasoning, and providing access to information;
- b) *learning to do* – which involves acquiring occupational skills but, more broadly, creating a life-long learner who is confident, independent, literate, numerate and multi-skilled;
- c) *learning to live together* – which means creating an awareness and an appreciation of interdependence, human rights, a healthy environment and mutual understanding and peace; and
- d) *learning to be* – which implies knowing oneself to be able to act with greater autonomy, and participating in society as a critical and active citizen.

(Sourced from lecture notes from a workshop conducted in Bangkok by Rattanavich 1999, and from the UNESCO, 1998, Delors Report).

Cunningham (2000:64) took the approach that literacy is synonymous with education, and that there are three commonalities:

- a) the ability to engage in reading and writing;
- b) contextualisation of language within the broad demands of the society; and
- c) the striving for a minimal level of practical proficiency in reading, writing and listening?

Many (2000:65) described the historical development of the term literacy. She said that literacy in the 1800s was defined as “being able to recognise and pronounce words”. In the 1920s the essence of literacy was “reading passages silently to be able to answer comprehension questions”. Today students have to be able to make *inferences about text* as a sign of basic literacy, which is *making meaning* of their world. She claimed that, in the future, learners must become more critically conscious of what they are using in order to construct meaning.

White (2005:250) stated that, in a balanced literacy programme,

teachers, engage children in whole language-like literature immersion, writing, and explicit skills instruction that may include separate skills instruction, and they frequently prompt application of skills in reading and writing.

The South African National Department of Education's RNCS (2002b:19) Home Language policy document stated the definition of Languages Learning Area Statement as:

- All eleven official languages: Sepedi, Sesotho, Setswana, siSwati, Thsivend, Xitonga, Afrikaans, English, IsiNdebele, IsiXhosa and IsiZulu.
- Languages approved by the Pan South African Language Board (PANSALB) and the South African Certification Authority (SAFCERT) such as Braille and South African Sign Language.

The six learning outcomes for the Language Learning Area are described below and, although they are presented as separate outcomes, they should be integrated in teaching and assessment:

1. **Listening:** The learner is able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
2. **Speaking:** The learner is able to communicate confidently and effectively in a spoken language in a wide range of situations.
3. **Reading and viewing:** the learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
4. **Writing:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.
5. **Thinking and reasoning:** The learner is able to use language to think and reason, and access, process and use information for learning.
6. **Language, structure and use:** The learner knows and is able to use the sounds, words and the grammar of a language to create and interpret texts.

It is anticipated that this comprehensive description of the various dimensions of reading literacy may assist people in future to communicate functionally at a critical level, to develop their quality of life and to learn efficiently across all learning areas.

### 1.8.2 Outcome-based Education (OBE)

Outcome-based Education can be described as a learner-centered, results-oriented approach to learning. To become skilled in this technique, educators are required to focus their attention on two issues:

- The learning and instructive processes that guide the learners to achieve these end results.
- The desired end results of each learning process, called outcomes of learning, need to be demonstrated that they have been achieved. Continuous, positive and constructive assessment is conducted to ascertain whether progress is being made.

### 1.8.3 Concentrated Language Encounter (CLE)

Walker & Rattanavich (1992:12) explained that children learn language *mainly through encounters with others* in which the children concentrate intensely on *making themselves understood*. Donald, Condy & Forrester (2003:484) stated:

CLE exposes students to language activities that unfold listening, speaking, reading and writing simultaneously. The approach is based within the language-experience tradition ..... and makes use of Vygotskian notions of the development of spoken, reading, and written language through social interactions; Brunerian principles of scaffolding; and active learning pedagogy. It has been translated into an articulated structure of learning stages, teaching processes, and expected outcomes.

The overall objective of Stage 1 of CLE is for learners to become enthusiastic and independent readers and writers. The overall objective of Stage 2 of CLE is to widen the student's knowledge base and experience of working with different types of texts (genres), particularly those that are more commonly used by the learners in their everyday usage.

Table 1.1 on pages 20 - 23 compares and contrasts an OBE classroom and a CLE classroom with regard to seven distinguishing features: their different reading theoretical frameworks; their different classroom learning environments; the teachers' and learner's diverse roles; and the different forms of assessment found in traditional reading classrooms.

**Table 1.1** A comparison of a traditional reading classroom, an OBE reading classroom and a CLE reading classroom, after van Loggerenberg-Hattingh (2003), Spady (1994) and Condy & Forrester (2000).

<b>A Traditional Reading Classroom: Principles and practices</b> (van Loggerenberg-Hattingh 2003:52-57)	<b>OBE framework principles for a reading classroom</b> (Spady 1994)	<b>OBE principles translated into actual CLE classroom practice</b> (Condy & Forrester 2000)
<p><b>Focus:</b> The goals are:</p> <ul style="list-style-type: none"> <li>- knowledge</li> <li>- language acquisition</li> <li>- content coverage.</li> </ul> <p><b>The learning theory is:</b></p> <ul style="list-style-type: none"> <li>- positivism</li> <li>- learners learn specific content and skills.</li> </ul> <p><b>The appropriate terms are:</b></p> <ul style="list-style-type: none"> <li>- lesson/lecture and teacher</li> <li>- traditional learning.</li> </ul> <p><b>The learning environment curriculum includes:</b></p> <ul style="list-style-type: none"> <li>- the teacher sticks to the fixed curriculum</li> <li>- the curriculum being the starting point</li> <li>- skills based learning</li> <li>- discreet subjects</li> <li>- individual process.</li> </ul>	<p><b>Focus:</b> The goals are:</p> <ul style="list-style-type: none"> <li>- content acquisition</li> <li>- higher order thinking skills.</li> </ul> <p><b>The learning theory is:</b></p> <ul style="list-style-type: none"> <li>- constructivism</li> <li>- learners construct their own forms of knowledge and modify their interpretations.</li> </ul> <p><b>The appropriate terms are:</b></p> <ul style="list-style-type: none"> <li>- learning area/task</li> <li>- educator/facilitator.</li> </ul> <p><b>The learning environment curriculum includes:</b></p> <ul style="list-style-type: none"> <li>- adapting the curriculum to meet the needs of the learners</li> <li>- activating the learner's prior knowledge is the starting point.</li> </ul>	<p><b>Focus:</b> The goals are:</p> <ul style="list-style-type: none"> <li>- meaning-centered to word-centered (Top/down to bottom/up) as strategy.</li> </ul> <p><b>The learning theory is:</b></p> <ul style="list-style-type: none"> <li>- social constructivism</li> <li>- shared power</li> <li>- decreasing teacher talk and increasing the complexity of discussions</li> <li>- develop a natural approach to learning.</li> </ul> <p><b>The appropriate terms are:</b></p> <ul style="list-style-type: none"> <li>- literacy</li> <li>- reading/writing</li> <li>- educator/facilitator.</li> </ul> <p><b>The learning environment curriculum includes:</b></p> <ul style="list-style-type: none"> <li>- all learning</li> <li>- coverage of all learning areas</li> <li>- contextually relevant</li> <li>- socially interactive learning</li> <li>- participatory learning</li> <li>- a print-rich environment.</li> </ul>

<b>A Traditional Reading Classroom: Principles and practices</b> (van Loggerenberg-Hattingh 2003:52-57)	<b>OBE framework principles for a reading classroom</b> (Spady 1994)	<b>OBE principles translated into actual CLE classroom practice</b> (Condy & Forrester 2000)
<b>Learning materials:</b> - all information needed to complete the exercise is in the textbook/worksheets. Children are required to complete the given exercise - pre-occupation with scripts (Barr 2001:407).	<b>Learning materials:</b> - fiction and non-fiction reading books are made available to learners - independent investigation is expected of learners to extend their knowledge.	<b>Learning materials:</b> - any starter-reading book is needed to begin the process (often written by the teacher): then newsprint, paper and markers are used to write and create the new text - learners illustrate their own pages - guided learning.
<b>The teacher's role is to:</b> - generally behave in a didactic manner - disseminate information to learners.	<b>The teacher's role is to:</b> - work diagnostically, always scaffolding learners to higher levels of cognitive functioning.	<b>The teacher's role is to:</b> - primarily scaffold a learner's knowledge, linking previous life experiences to the present theme of the book.
Note that sometimes both OBE and CLE techniques are included by good teachers!		
- the teacher teaches to the middle level of the class - teacher-centered teaching.	- educators teach at their learners' own pace - learner-centered learning where learners are actively involved in constructing their own skills and knowledge.	- educators have structured multi-layered arrangements - learner-centered learning where learners role-play using their own words; they negotiate a new text to suit their environment - teachers guide the learners.

<b>A Traditional Reading Classroom: Principles and practices</b> (van Loggerenberg-Hattingh 2003:52-57)	<b>OBE framework principles for a reading classroom</b> (Spady 1994)	<b>OBE principles translated into actual CLE classroom practice</b> (Condy & Forrester 2000)
<b>Learners' role:</b> - students are viewed as “blank slates” onto which information is etched by teachers - students primarily work alone in their individual desks.	<b>Learners' role:</b> - learners are viewed as thinkers with their own emerging literacy and numeracy theories - learners work in a variety of ways, e.g. individually, in groups or as a class with minimal external structure and guidance.	<b>Learners' role:</b> - learners are valued for their prior knowledge and they are encouraged to read and write more difficult tasks through five phases - as a class the whole group reads the starter text; in groups they role-play the story; as a group the class negotiates a new text; in groups they create and make their own book - through these interactions they begin to understand the power and function of print (Barr 2001:407). - in Phase 5 they work both in groups and individually playing language games and activities in a fun and competitive manner.
<b>Assessment:</b> - assessment of a learners' learning is viewed as separate from teaching and occurs almost entirely through testing - the focus is on identifying the learners' shortcomings.	<b>Assessment:</b> - teaching and assessment occur simultaneously using both informal and formal means such as observations, portfolios and tests - the focus is on assisting learners to make judgments about their own performance and set their own goals.	<b>Assessment:</b> - assessment occurs throughout the day - in Phase 2, the educator observes how the learners role-play, e.g. who are the shy and boisterous learners - the focus is on scaffolding learners to become independent readers and writers.

### 1.8.4 A proficient teacher of reading

According to Pearsall's New Oxford Dictionary (1998:1480) the term 'proficient' means "*competent or skilled in doing or using something*". A primary school teacher who is a competent or 'proficient' teacher of reading is one who has complete mastery of good teaching practices in a primary school reading classroom.

### 1.8.5 Economically developing country

The United Nations Development Programme, (2005) Human Development Report defined the standard of living as being:

measured by gross domestic product (GDP) per capita expressed in PPP (purchasing power parities) US\$. The high income groups GDP is US\$29,898 and the low income groups are US\$2,168.

The above report (2005) stated that South Africa's GDP was US \$10,346 in 2003.

The World Bank's Country Classifications, data and statistics (2004) stated that its members use the gross national income (GNI) to classify economies for operational and analytical purposes. Economies are divided according to 2004 GNI per capita, calculated using the World Bank Atlas method. The groups are low income, US \$825 or less; lower middle income, US \$826 – US \$3,255; upper middle income, US \$3,256 – US \$10,065; and high income US \$10,066 or more.

### 1.8.6 Benchmarks for literacy

Benchmarks comprise milestones that learners will reach at some time or another. Educators may use them as 'profiling tools' to help give a clear picture of each learner and where he or she is located on the learning continuum, and what particular diagnostic interventions may be needed for the learner to be able to take the next steps –referring to either the fast or the slow learners. Benchmarking specifies thresholds, rather than averages or advances in performance, and it concentrates on the common core of learning. Core indicators describe levels of understanding and ability that all learners in Grades R to 4 are expected to achieve as they progress (South African National Department of Education, 1999).



### 1.8.7 Core indicators

In this dissertation the term “core indicators” is restricted to competent reading teachers’ understandings of their professional pedagogical skills and behaviours. They should not be seen in a narrow behaviourist way, but rather as the interplay between knowledge, skills, values and attitudes and the meta-cognitive capacity to apply them at appropriate times when required in the reading classroom.

## 1.9. THE SIGNIFICANCE OF THE STUDY

This thesis evolved out of the concerns of a non-governmental organization, Rotary International, for the alleviation of mass illiteracy in developing countries. The implementation of this worldwide campaign was founded on two major strategies taught to under-qualified teachers through intensive in-service workshops:

- a) the Literacy Lighthouse strategy for influencing change; and
- b) the Concentrated Language Encounter (CLE) strategy for literacy teaching and for developing and implementing CLE literacy programmes (Donald 2004).

The Literacy Lighthouse initiative operates to:

- a) develop exemplary projects, strategically placed throughout the developing world, that demonstrate a solution to a large scale literacy/numeracy problem;
- b) use these Lighthouse Projects to inspire, assist and guide education authorities towards overcoming that problem nationwide;
- c) maintain mature Rotary Lighthouse Literacy Projects so that they can continue to inspire and support replication in other countries.

The first phase of that campaign is now well advanced, with pilot projects of four types being established in

- South East Asia – Thailand, Philippines, Indonesia and Malaysia;
- South Pacific Islands – The Solomon Islands and Vanuatu;
- the Mediterranean – Turkey and Egypt;

- 
- South Asia – India, Nepal, Bangladesh (where up until 2003, 550 schools had been reached, which included 368 000 learners) and Pakistan;
  - Latin America – Brazil and Mexico; and
  - Africa – South Africa (where, up until 2003, 308 schools had been reached, which included approximately 157 500 learners), Nigeria, Ethiopia, Zambia, Malawi, Swaziland and Mauritius.

This educational project targeted four types of potential participants:

- children within formal schooling;
- adults, with a particular focus on the participation of women;
- children who have missed out on formal schooling (street children); and
- special groups, such as disabled learners.

All of the programmes referred to above are using CLE techniques for teaching and programming, with highly encouraging results (Donald 2004). The results are being attained through systematic teacher training and support, incorporating several phases, namely:

- initial training of a local technical coordinator in CLE teaching and programming;
- on-site follow-up support by an experienced member of the Rotary Task Force; and
- a further on-site visit for evaluation and, if appropriate, assistance in preparing teacher trainers for expansion of the project.

Hence, the important findings of the present study, now focused on the reading teachers' own understandings of their pedagogical tasks and roles, will also be fed back to, and integrated with, the future programmes and initiatives of stakeholders such as Rotary International, teacher training institutes, the Department of Education both nationally and provincially, the teachers, the learners and the community.

#### **1.10. LIMITATIONS OF THE STUDY**

The study is limited to a convenient volunteer sample group of teachers from 308 developing schools in the Western Cape - who have either been selected by their principals to participate

in the CLE literacy programme or who volunteered to participate – and from approximately 120 schools, in the NPDE (National Professional Diploma in Education) course. All teachers involved in the participant group have already taught classes between grades R to 7.

Due to time constraints with large numbers of participants, this study had to be limited to the teaching of reading only, and does not investigate the teaching of writing. However, the researcher does believe that reading and writing are linked inextricably; both spring from and are dependent on each other. Nevertheless, for the purpose of this study, the researcher has focused on reading strategies only. Therefore all items in the questionnaires to educators refer to the teaching of reading only, from grades R to 7.

This study is limited to participants in the CLE literacy programme currently being implemented in about 5% of developing schools in the Western Cape of South Africa and is further limited to the three predominant South African language groups in the Western Cape, namely English, Afrikaans and IsiXhosa.

The experimental part of the study was confined to the period 1999 to 2003.

This study was limited to reading in the primary school classes from grades R to 7. However in the discussion chapter, where the items are discussed in relation to the Home Language policy document, grades 7 to 9 are used interchangeably as they form the Senior Phase of schooling in South Africa. Foundation Phase is from grades R to 3, Intermediate Phase classes are from grades 4 to 6, and Senior Phase classes are from grades 7 to 9.

Although the study has used teachers who have been trained in CLE as participants in developing and refining the CIERTQ, it must be stressed that the CIERTQ is not dependent on CLE.

### **1.11. ASSUMPTIONS OF THE STUDY**

The study makes the reasonable assumption that the departmentally selected and approved participants are all teachers trained in either the Foundation Phase or Intermediate/Senior Primary Grades and are all currently teaching between grades R to 7. It also assumes that participants participate voluntarily with good will on the CLE courses and that they are not

coerced into attending any workshop. It is assumed that all participants are intent on improving the literacy rate of their learners in their schools and that they would like to extend both their practical and theoretical knowledge of the teaching of reading. It is assumed that all teachers can read in their home language and in at least one other language.

Throughout the study, CLE and the development of the CIERTQ have been discussed interchangeably. This does not necessarily mean that the validation of the CIERTQ becomes a validation of the CLE literacy programme and that CLE becomes synonymous with literacy teaching competencies.

There have been no independent studies that have investigated the validity of CLE, whereas the components of the CIERTQ have been well supported independently by established literacy research and theory. Although CLE has been researched by Donald (2002, 2003, 2004 and 2005) and was found to be an effective literacy methodology in economically developing classrooms, the researcher cannot assume that the CLE programme is necessarily linked to the valid development and refinement of the CIERTQ.

## **1.12. THE MULTI-DIMENSIONAL NATURE OF THE RESEARCH APPROACH IN ITS SEVERAL PHASES**

The present investigation (see Figure 1.1 on page 2) adopted and modified several methodological techniques from an existing empirical approach to research data gathering which was developed and validated by Fraser (1989, 1992, 1998, and 2001) in numerous extended studies. He developed Likert-based multidimensional questionnaires, including scales based on a constructivist view of learning, for assessing participants' experiences and judgments of actual and preferred perceptions of classroom learning environments. To date, however, his data generation *techniques* have not been extended into the area of a literacy classroom. Note, however that the current investigation was not a study of classroom learning environments *per se*.

The present study also utilized and incorporated a research strategy developed and adopted by Gilder, Irwin-Carruthers, & Kent (1985). The first author was a physiotherapist at the University of Cape Town, whose focus was to train therapists and develop their professional skills by identifying a profile or matrix of their perceived core tasks and key competencies.

Gilder based her work on the theoretical structures of Aston-McCrimmon (1984) who designed and re-evaluated a comprehensive list of competencies derived by consensus for professional physical therapy practice.

The present study was also set in the context of modern constructivist theories originating from the works of Piaget (1969), Vygotsky (1930b) and Cambourne (1988). In chapter 2, their foundational principles of social constructivism are defined and are then applied to the derivation of scales and items in this study.

The research strategies engaged in this investigation are shown to develop through three phases from 1999 to 2003 and, during each phase, various research approaches were used. Phase 1 encompassed the initial development and refinement of the basic CIERTQ instrument, which passed through seven successive versions in Phase 1. During this phase the writer used action research to rehearse the development of the early drafts of the questionnaire, while simultaneously implementing a survey research methodology. Phase 2 involved the practical, workshop-based implementation of version 8 of the CIERTQ in a large-scale survey, chiefly engaging the research techniques of factor analysis, tree diagramming and cluster analysis. Subsequently in Phase 2 the writer interviewed five teachers from the pilot schools for the purpose of adjusting the wording of the items in the refined CIERTQ, and to clarify descriptions of - and gain richer insights into - its emerging sectors of logically regrouped items. Phase 3 described the further adjustment of version 8, the large-scale implementation of version 9 in another survey, the final development of version 10 of the CIERTQ through further factor analysis, tree diagramming and cluster analysis, and its summative in-depth evaluation by three expert reading teachers (education officials and a lecturer) in comprehensively conducted face-to-face interviews, resulting in rich interpretative data.

### **1.13. CHAPTER SUMMARY**

Figure 1.2 on page 30 presents a concluding overview of the components, aspects and features of the investigation, details of which will be amplified and explained in subsequent chapters.

In this introductory chapter, the research problem has been formulated, and its setting, origin, context, purpose, background and significance stated. The aims and objectives of the research

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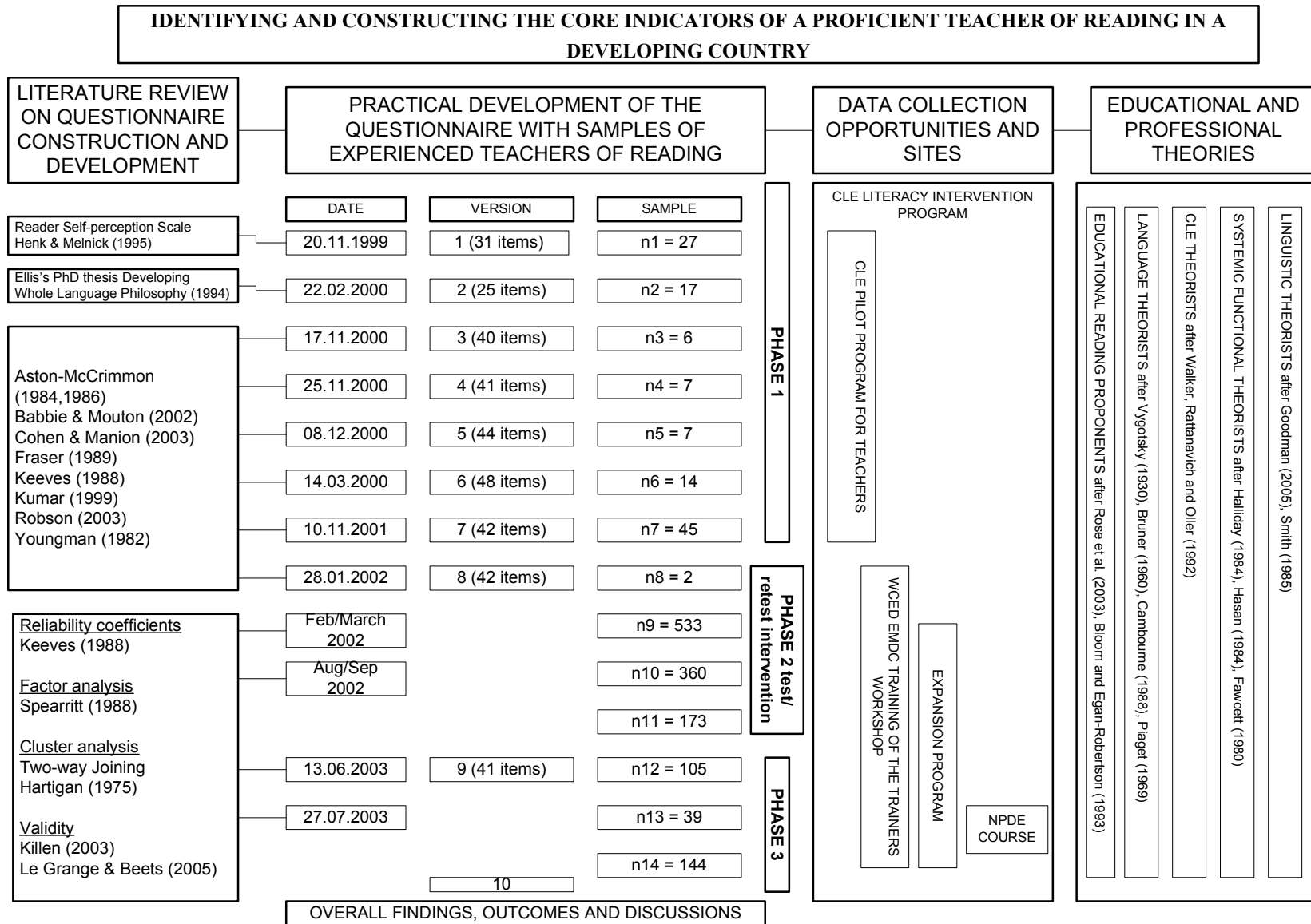
have been given and the reasons for conducting the study, the limitations of the investigation, the assumptions, the research questions and the key terms have been clarified. The research methodology has been introduced, describing the intended data-gathering procedures, and the postulated CIERTQ instrument.

#### **1.14. ORGANISATION OF THE REMAINDER OF THE DISSERTATION**

The next four chapters have been arranged as follows:

**Chapter 2** presents the relevant literature review in five sections; **Chapter 3** explains in detail the methodology, design and implementation of the research process; **Chapter 4** presents the results and discusses the findings of the research; **Chapter 5** discusses the results and findings and **Chapter 6** draws conclusions, makes recommendations and discusses the limitations.

**Figure 1.2** An overview of the components and features of the study



## CHAPTER 2

### THEORETICAL FRAMEWORK AND LITERATURE REVIEW

#### 2.1 INTRODUCTION

The purpose of this second chapter is to present, critically, the theoretical and conceptual frameworks which informed and guided both the design and the development of the profile of the CIERTQ (Core Indicators of an Effective Reading Teacher Questionnaire), with the ultimate purpose of clarifying for primary school teachers the key conceptual and pedagogical competencies of proficient teachers of reading through extensive collegial consensus and subsequent statistical verification.

The model presented in Figure 2.1 on page 32 summarises the main theoretical frameworks used to clarify the processes that are expected to result in competent teachers becoming proficient teachers of reading in primary schools in South Africa. The array of suggested pertinent theoretical and contextual factors illustrates the initial complexity of this task and explains the alignment between the reading curriculum goals, the researcher's development of the CIERTQ, and the eventual learner and teacher outcomes in the classroom.

Consequently, the body of this chapter introduces and discusses five basic components located in the layers of a Conceptual Framework Model. These components have informed the design and construction of the CIERTQ for this investigation. The five theoretical and applied components are:

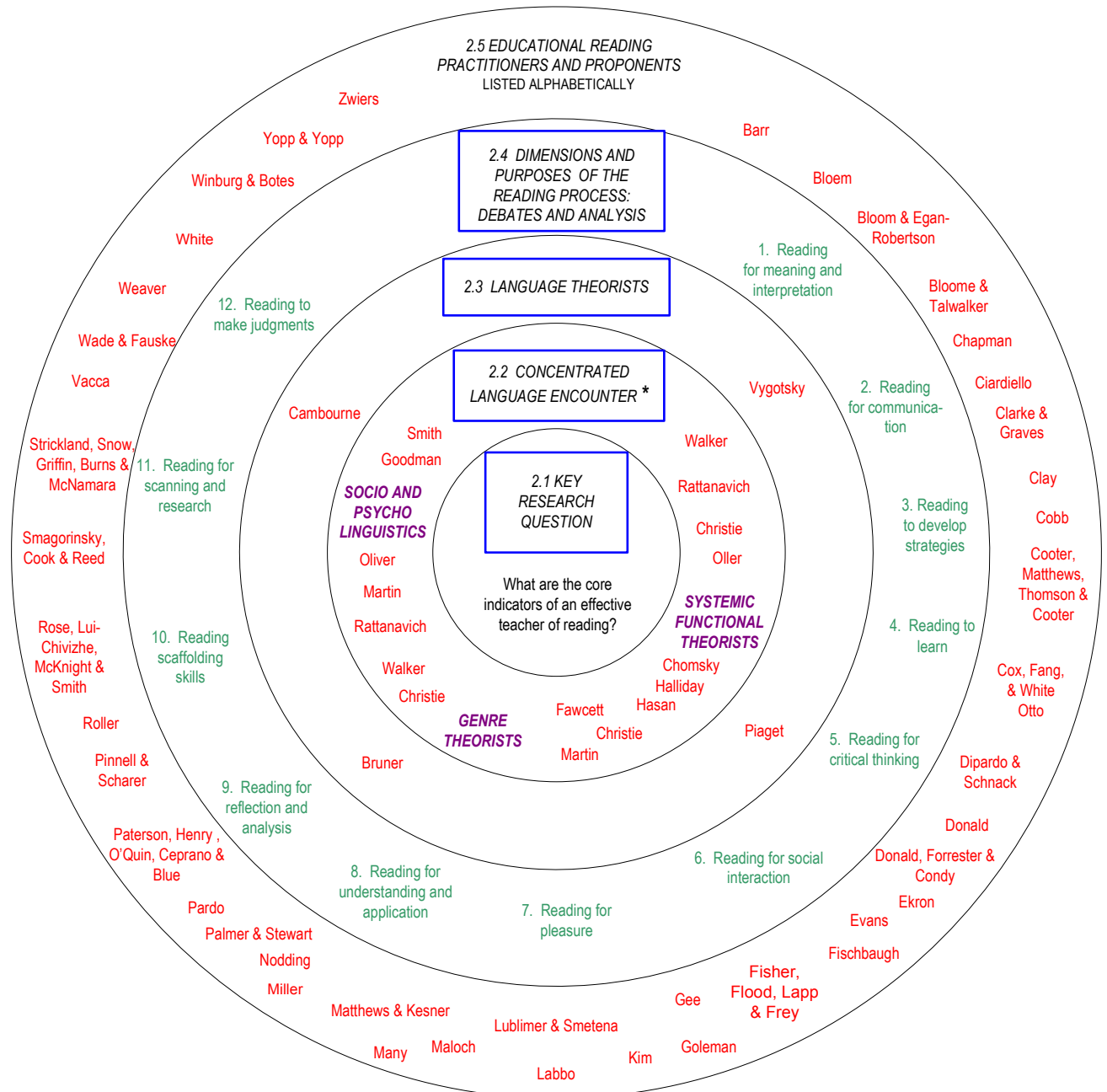
- The central research question and its related dimensions;
- Concentrated Language Encounter (a pedagogical primary school reading intervention programme) as the background and context for the study as a whole;
- Language and literacy theorists, and the profiles of definitive competencies, whose established work supplies the over-arching theoretical frameworks;
- The purposes and functions of professionally established dimensions, reading skills and performances; and



- Educational reading practitioners and proponents who advocate effective reading pedagogies.

These components are represented graphically in Figure 2.1.

**Figure 2.1** An overview of the components of the investigation and its conceptual framework



\* 2.2 These theorist are not fully incorporated in CLE

## 2.2 CONCENTRATED LANGUAGE ENCOUNTER (CLE)

CLE is a reading programme where children learn language mainly through encounters with others in which the children concentrate intensely on making themselves understood (Walker & Rattanavich 1992:12). It has been translated into an articulated structure of learning stages, teaching processes, and expected outcomes (Donald, Condy & Forrester (2003:484).

In personal communication e-mails with Walker (2003a), he had the following to say regarding the theory underpinning CLE:

I'll reflect on what would be a balanced statement, but you could not say that it grew out of any reading theory. It was more a reaction against - and abandonment of building programmes on - theories, and a search for something that actually worked in these educationally difficult circumstances. I've always said CLE programmes are eclectic, inasmuch as we adopted effective classroom practices that had been developed by innovative teachers, as long as they were compatible with and fitted within the CLE teaching and learning sequence; but, again, those techniques (such as negotiating texts) were not built on any particular reading theory.

CLE programmes could be explained and readily appreciated by people who had a sound Systemic Functional linguistic background. They agreed that what we were setting out to teach was what needed to be taught, but at least at that time said very little about how to do it.

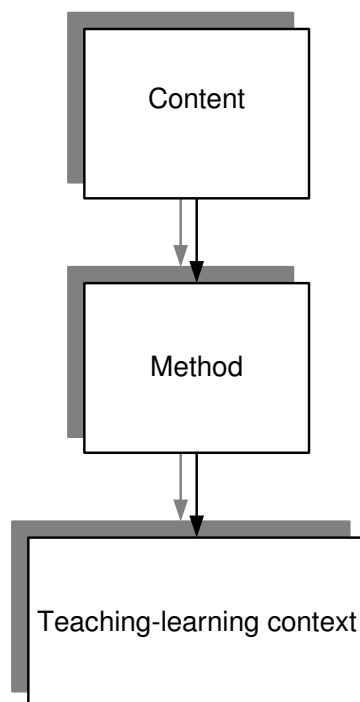
Rattanavich & Christie (1993:101) elaborated on these reflections with reference to Australia by stating that:

The CLE approach was developed to deal with the educational needs of Aboriginal children. Its general principles are applicable for all students, whether advantaged or disadvantaged, whether first or second language learners, or whether living in urban or rural situations.

Between the 1970s and 1980s, Walker (1992a) and Gray (in Rattanavich & Christie 1993) initiated a new literacy programme for Australian aboriginal children at Traeger Park Primary School, Alice Springs, where they were experiencing gross literacy failure. The theoretical basis for the literacy programme, which became known as Concentrated Language Encounter, was grounded in the assumptions that language and learning were conceived in the **wrong order**. Earlier approaches identified and taught literacy content and skills - that children needed to learn - in isolated and disconnected ways. Christie (2000) commented that during the nineteenth century, the subject English had been concerned with grammar, spelling, composition and literary studies. In such traditional approaches, the first focus was on teaching content and skills; context was used only later if either approach failed, or a check was needed for word identification.

In Thailand and in South Africa, traditional approaches to teaching literacy - in both the mother tongue and as a second language - had always viewed language in terms of many small **discreet** units which comprised syntax and parsing, phonics, spelling, grammar and punctuation. These skills were taught and often committed to memory. The theoretical basis of such an approach involved the idea that students would learn various discreet units of language in isolated ways, often by repetition and drill, and that language learning developed by progressing from smaller to larger units. Only later in their development would students understand how these discreet units could be put together to create a coherent language structure. The problem with these theories was that they tended to divorce language from considerations of purpose and meaning. The role of language in learning and language development had never been considered. Figure 2.2 portrays Gray's interpretation of a traditional approach to language teaching.

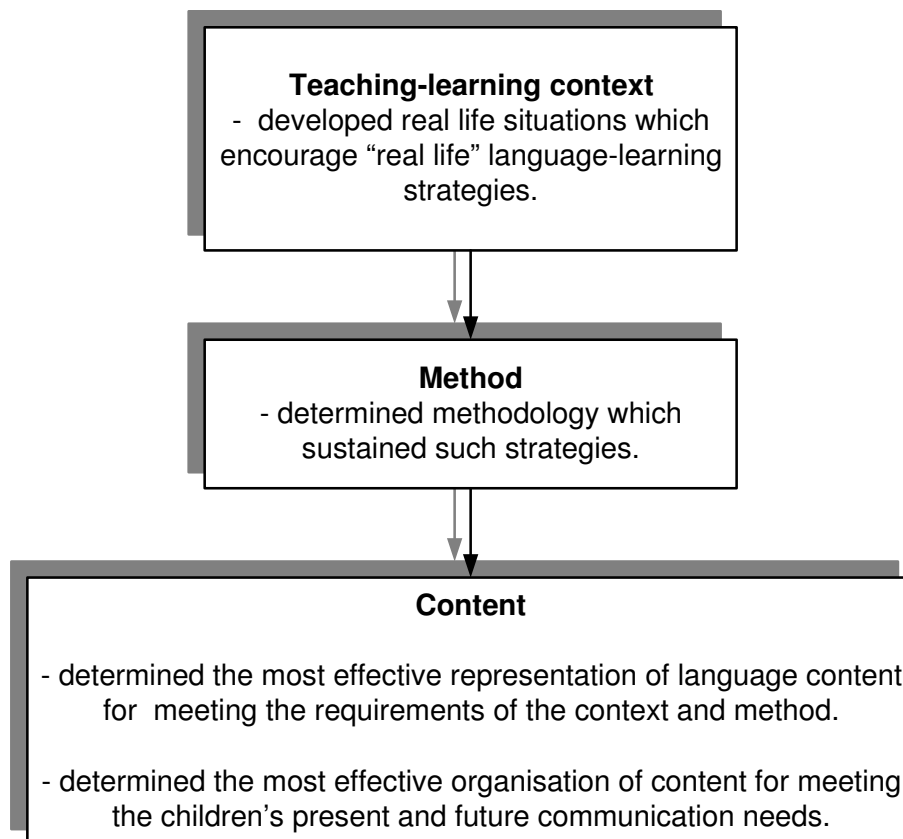
**Figure 2.2** Traditional teaching plan according to Gray (in Rattanavich & Christie 1993:99)



When working with the Aboriginal children, Gray and his colleagues reversed the accustomed order for curriculum planning and concentrated on the context for learning and upon the development of language abilities within that context. Gray (in Rattanavich & Christie 1993)

argued that proficient readers used syntactic and semantic **cues** to interrogate texts and, through these skills, language learning developed to ultimately produce effective, literate learners. Gray (in Rattanaovich & Christie 1993), Christie (1989) and Cambourne (1988) believed that language should be learnt by using text, through coherent sentences in which meaning was salient and negotiated in many ways. This process is described in Figure 2.3.

**Figure 2.3** The reversed model proposed by Gray (in Rattanaovich & Christie 1993:100)



Working within this general model of a language curriculum, Gray and Walker planned for the development of teaching and learning contexts in which teachers and students negotiated the nature of the learning activity as well as the nature of the language needed for that activity. Teachers would **scaffold** appropriate models of language, while students would be fully engaged in developing and using the appropriate language. The students required “real life” opportunities to practice “real life” language in a supportive environment. They would be encouraged to take risks in order to become better learners. Aboriginal children had been

known to remain in classrooms for many months with their European teacher and never speak.

Christie (2000) discussed a model of language development taken from Halliday (1989) which stated that language development involved: learning language (where learning language is a basic resource in listening, speaking, reading and writing), and learning through language (which referred to the ability to use language to learn, build relationships and, express information about one's world). In 1977, borrowing a term from Cazden (1996), Gray and Walker initiated the term "concentrated language encounter" in which a number of role plays and language games and activities would be generated, including talking, reading and writing about things together in which both teachers and children would take an active part.

## 2.2.1 LITERACY THEORISTS

### a Systemic Functional (SF) theory of language

Between the 1960s and the 1990s fundamental shifts occurred both in reading curriculum and reading pedagogy. The study of reading opened up to scholars from many different fields of inquiry. First there were the linguists, then the psycholinguists and the cognitive psychologists, followed by the sociolinguists, the philosophers, the literary critics and the critical theorists. It was during this time that the CLE teaching and learning sequence programme was developed and, as Walker (2003a) stated, "appreciated by people who had a systemic functional linguistic background."

Since the early 1960s, the ideas of systemic functional linguistics have influenced the description of many languages. Among other things, the perspective of the modern science of linguistics was that some things did not need to be taught explicitly because oral language would take care of them more or less automatically. Chomsky (1964) was one of the forerunner theorists who revolutionized the field of linguistics. He provided the basis for the nativist view of language acquisition – that humans come into the world "**wired**" to acquire the language of the community into which they are born. The discipline of Systemic Functional Linguistics, described by Fawcett (2000:17), is a holistic theory of language which

included all the levels believed necessary for the recognition and use of language in social contexts.

Halliday (1984) identified fundamental characteristics in the various versions of Systemic Functional (SF) theory. Language is a systematic **resource** for articulating **meaning** in context, and linguistics is the investigation of how people exchange meanings through the use of language. SF theory stated that specific aspects of a given context define the meanings likely to be communicated and the language likely to be used to express those meanings. Language users make a choice of this rich and multifaceted language, but the choice will depend on the context when realizing a particular linguistic product. Although there are three different levels of language that can be used (semantic, phonological and lexicogrammar), how one chooses to analyze will depend on the purpose of a given description. The study of text is performed by examining the smaller units (elements such as lexicogrammar and phonology) that contribute to the meaning of the total text in context.

The following explanation outlined the basic assumptions and principles of the kind of theory and practice that view language as a social semiotic, a resource that people use to accomplish their purposes by expressing meaning in context. The purpose of this explanation is to develop a framework for understanding language practices in a CLE literacy classroom. Halliday (1989:5) stated that learning is a social process that occurs in social settings such as the classroom, school and homes. Knowledge is transmitted in social contexts, through **relationships** such as between parent and child or between teacher and learner. The words that are exchanged, negotiated, constructed and changed in these social contexts derive their meanings from the activities that are going on at the time. Language is therefore a resource for meaning. It typically comprises four key components: cognitive, linguistic, social and contextual. To study language, then, is to explore its systematic design to achieve meaningful social ends. Labbo (1996:359) and Cox, Fang & White Otto (1997:34) posited that semiotic analysis generates a fruitful approach to gaining insights about the nature of young children's meaning-driven symbol-making system with its roots, evolution and individual development located in social interactions and functions.

The linguistic theory under-pinning this thesis is that of **social systemic linguistics**. Firstly it proposes that it is in the nature of human behaviour to build reality and experiences through complex semiotic processes; and, secondly, that the central semiotic system available to

humans is their language by which they create their world. Hence, social semiotics is a synthesis of contemporary approaches to the social production of meaning, on how people actively construct systems of meaning through social interactions.

Language from a social semiotic perspective extends and modifies de Saussure's observations that language is a social fact (Halliday & Hasan 1989:3). Although de Saussure believed that language was a set of relationships, there remained a rather atomistic and isolated concept of the linguistic sign. Halliday (1989:3) modified de Saussure's definition of semiotics to consider it to be the study of sign systems, the study of *meaning* in its most general sense. In support Chapman (1993:36) stated that the central notion of social semiotics is that all meanings are made and constructed through systems of signs.

There are many **other forms of meaning** outside the realm of language. They include painting, photographs, sculpture, music, dance etc. There are also other modes of cultural behaviour such as modes of dressing and the structures of families. *Culture* can be defined as a set of semiotic systems, a set of systems of meaning, all of which interconnect. So the term *social* indicates a relationship between language and social structures.

In the CLE classroom, learning, as a social process, takes place between teacher and pupil and the words that are used to derive their meaning from the activities which are embedded in the context of the CLE's five phases of implementation. Throughout the five phases particular kinds of activities in the CLE classroom require particular styles of language.

A change in the style, tone or vocabulary of language use can signal a new type of activity. The linguistic term *register* refers to the interpretation of the social context of a text, or the situation in which meanings are being shared. Halliday (1989:12) described register in three ways: field, tenor and mode. Field refers to the social activity that is happening, in which language plays a part. It describes what the participants are engaged in and includes topic and subject matter. Tenor refers to the roles and personal relationships of participants in the social activity, and includes notions of power, status, feelings and emotions. Mode refers to what the participants expect language to do for them, the means of communication, the way in which the interactions happen and the way language is organized. The process of communication may include speaking or writing or using a symbolic form of representation. Acquiring a register requires expertise with each of these three aspects. For Chapman

(1993:39) language is not merely learning appropriate words and structures; it involves being able to predict the kind of language appropriate to the field, tenor and mode for a particular context of situation.

Critical learning in all subject areas, including the CLE literacy classroom, involves making use of **multiple** semiotic systems, one of which is language, and it is the utilization of these systems that constitutes the ‘social construction’ of meanings. Cox, Fang & White Otto (1997:34) stated that:

specific semantic features in the context (e.g. interpersonal relationships, oral/written channel, linguistic function) predict the appropriate register which, in turn, foregrounds a corresponding set or system of linguistic options.

Language is said to be ‘systemic’ in that it offers systems of available alternatives contained in its structure, each important for the realization of meaning. It is also said to be ‘functional’ because its organization quite fundamentally reveals the purposes for which any natural language has come into being. When people use language they make choices simultaneously within various linguistic systems. They also use language to represent meanings which are ideational (to do with the experiences represented or constructed within language), interpersonal (to do with the nature of the relationships of persons in using language) and textual (to do with the organization of language as coherent messages).

Language can also be referred to as text, that is, any meaningful passage of language that serves some social purpose. To use Malinowski’s term, as described by Halliday (1989:5), the nature of text that one produces at any time depends upon ‘**context of situation**’, the environment of the text. Furthermore, the different language choices that people exercise to produce different texts are said to be differences in register, that is, choices involving the field of activity, the tenor of activity and the mode of activity. ‘Context of culture’ refers to the cultural background and history of any kind of linguistic interaction. Hasan (1984:105) elaborated on this concept when she said that a culture develops characteristic ways of meaning – there are ways of meaning that are specific to that culture.

Hasan (1984:52) described ‘text’ as referring to “meaning language” that is performing a task in some context or situation. She believed that context and text are so closely interrelated that neither concept can be articulated without the other. Text is known only by the context that



gives it life; and, conversely, context is known only from the texts that realize it. It then follows that there cannot be just one correct way of either speaking or writing. What is appropriate for one environment may not be so in another. One learns to create texts in much the same way that one learns to speak a language by practising speech. Many and varied social experiences familiarize learners with different genres. Thus children in schools should be exposed to a **variety of genres**, particularly those that are actively required in the educational process.

In the previous paragraphs the researcher referred to the constructs ‘text’ and ‘context’. The following discussion, in relation to a reading and writing study, had used the construct ‘intertextuality’ to examine the social and cultural processes involved in how people act and react to each other, and the friction that arises between them. It is grounded in the broader view of social interaction as a linguistic process.

Bloom & Egan-Robertson (1993:307) described part of a study of **intertextuality** (seeing individual texts in relation to others) within the field of reading and writing research. They explained how it involved multiple levels of use and complex juxtapositions of many different genres of text (e.g. narrative texts found in many junior reading classrooms, scientific education texts and mathematical texts); modes of communication (e.g. written language, reading aloud, discussion and informal talking); registers (e.g. formal teaching, humour, and sarcasm); as well as the juxtaposition of social situations (e.g. talking to parents, the principal, the caretaker and the learners).

Their microanalysis indicated two ways in which the heuristic of intertextuality, as a social construction, can be helpful in understanding the reading and writing classroom. Firstly, their studies demonstrated that several of the teachers’ attempts to develop links intertextually were left unrecognized and not acknowledged. When attempting to recall a story and its plot, the cultural norms related to intertextual substance, and processes constrained the knowledge base of a lesson, how it was distributed and what might have happened in the lesson. Secondly, the data indicated that when students used intertextuality to construct definitions of themselves as readers - as well as teachers and the class who used intertextuality to construct a different definition of a reader and identified a different set of readers - it was not clear whether the definitions of what counts as readers were contesting or synchronized ones.

## **b Genre theory**

The word 'genre' originated from the French (and originally Latin), and it is a word that means 'kind' or 'class'. The term has been widely used in media and literary theory but, more recently, in linguistic research to refer to a distinctive type of text. Since classical times, literary works have been classified as belonging to general variously defined types. One of the broadest divisions is between poetry, prose and drama. Within these categories are further divisions, for example, within the category of drama there are those of tragedy and comedy.

Genre theory, influenced by systemic-functional (SF) linguistics, was developed by Christie (1989), Martin (1992) and Rothery (in Martin 1987) from literacy research in primary schools during the 1980s. Researchers observed children writing personal and narrative texts, but they saw very little factual and expository writing.

A genre is ultimately a theoretical concept rather than something that exists empirically. Texts often manifest signs of conventions from more than one genre; they do overlap and there are mixed genres. Boundaries between genres are still shifting and becoming more permeable. However, some genres are defined retrospectively, being unrecognized by the original producers and audiences. Genres are open to change and renewal and they are shaped continuously by individuals' communicative actions, their social contexts as well as their relationships of power.

To work with genre, does not mean that a teacher ignores pre-writing, drafting, discovery and engagement in literacy pedagogy. It does mean **confronting the social** in and through writing. Taking genre into account implies that an emphasis is placed more on the relationship between the writer and his or her ways of anticipating and understanding the reactions of the proposed readership. In this sense, genre is an important dimension of learning about writing, texts and social communication. Texts grow from other texts, from discourses, and from being embedded in social contexts and networks of communication, as well as from personal experience.

Oliver (1996), however, cautioned that genre teaching could degenerate into a prescriptive set of rules, and into an impersonal model of language teaching where boundaries are unnaturally enforced by prescriptive teaching and assessment. Consequently, it is important to develop

ways of working with genre that are flexible, negotiated, evolving, critical and constantly being updated by experience.

For pedagogical purposes, knowing how language works to build the genres associated with school success will assist teachers to scaffold their students' learning. Rattanavich (1992b:21) explained that in the CLE methodology the range of genres encountered in Stage 1 of the programme is essentially restricted; whereas the main aim of Stage 2 is to enhance the students' experiences with different kinds of texts – genres - particularly those that are most commonly experienced in everyday life. Walker (1992a:45) stated that:

CLE programming is based on the principle that literacy learning is essentially becoming able to read and write more kinds of texts, and to use them more effectively.

### **c A psycholinguistic perspective of reading pedagogy**

During the 1980s there developed a series of curriculum alternatives to the conventional wisdom of teaching reading that would have far reaching consequences. A new field of study evolved, that of psycholinguistics.

In contrast to linguists' views, psycholinguists discovered that as children were members of their **communities**, they actively inferred rules of language and tested them out; and that oral language could be used to understand the rule systems that children were inventing for themselves. Some psycholinguists such as Goodman (1974) and Smith (1985) embraced a nativist framework in studying reading acquisition by asking what reading pedagogy would look like if they assumed that children learned to read and write in much the same way as they learnt to talk – that is “naturally” or without explicit instruction. They believed that if children had genuine and authentic reasons for communicating, and also had access to a plethora of print, they would come to discover the patterns and regularities of language **on their own**, much as they did when they discovered the patterns and regularities of oral language.

Goodman (1974) and Smith (1985) were two of the most influential theorists in this new field. Goodman (2005:10) stated that language cannot be used to communicate unless it is systematically whole in the context of its use. Language must have symbols, system and a

context of usage. Goodman also postulated that the mistakes that children made while reading were better perceived as “windows” into the inner workings of their comprehension and understanding processes, rather than as errors to be eradicated. He discovered that the errors children made while reading in context indicated that they were attempting to make sense of what they read. In Goodman’s model of reading (1974) he posited that, as people read, they selected appropriate **language cues** to make predictions about what was being read. According to Kim (1999) and Weaver (1988), Goodman believed readers used three cueing systems to make sense of text:

- 1) the grapho-phonetic cue system whereby information is received from the graphics on the page;
- 2) the syntactic cues which provide information from the grammatical structures of the language; and
- 3) the semantic cueing system where readers recall their personal life experiences and utilize their own conceptual backgrounds in order to bring meaning to their reading task.

Smith’s book *Understanding Reading* (1978) presented revolutionary ideas in which he argued that reading was not something one was taught, but it was something that one learned to do. He believed there were no prerequisites for learning to read. Instead he claimed that reading was basically making sense of one particular type of information in one’s environment, and one learned to read merely as a consequence of belonging to a literate society. One learned to read from reading. The implication was that their purpose was not to **teach** children reading as much as to **help** children learn to read. This radical idea challenged the traditional notion of teachers meting out knowledge and skills to passively waiting students.

The researcher believes that these more recent psycholinguistic perspectives are important in order to understand the framework which Walker developed supporting the CLE teaching and learning sequence. First, CLE highly values literacy experiences that focus on making **meaning**. In this approach many classroom activities, particularly worksheets focusing on enabling skills, are devalued. In CLE classrooms no worksheets are given; the emphasis is on language **activities** and on games in context. Second, CLE values and promotes the use and development of beginner texts that rely on natural language patterns, thereby making it

possible for young emerging readers to use the knowledge of language to predict words and meanings. The CLE methodology encourages teachers to write their own books regarding themes and morals valued by their own cultures. Third, this approach helps teachers and children to understand both the reading process and the reading strategies used by learners to read. Errors are no longer seen as necessarily to be corrected; rather they are regarded as windows into the workings of the child's mind. In the CLE methodology, reading processes and strategies are being scaffolded continually by the teacher. Fourth, this approach helps to make explicit the linkages between oral and written acquisition and help to view reading as language rather than as perception and behaviour. In CLE classrooms children's reading, writing and speaking are seen to be integral to the complete process of CLE's five phases. Finally, teachers begin to rethink ideas about what needs to be taught, as well as the relation between teaching and learning. Teachers begin to ask questions such as "What can I do to help this child as a reader?" rather than the previous approaches which focused on teaching pre-determined, requisite skills to children.

#### **d A sociolinguistic perspective on reading pedagogy**

The sociolinguistic discipline developed in parallel with psycholinguistics. As a result, the CLE lessons that followed were focused predominantly on issues of dialect and reading. Since CLE is a methodology applied mainly in economically **developing countries**, there tend to be many dialects that children use instead of the standard mother tongue English. Sociolinguists found that dialects were neither ill formed nor half-formed variations of standard mother tongue English; instead, each dialect constituted a well-developed linguistic system in its own right. Thus, it came to be understood that speakers of dialects expressed linguistic *differences*, not linguistic *deficits*. The problem faced was that of sociolinguists finding ways to accommodate children's use of their own particular dialect while they were learning to read and write in their mother tongue and or English.

The most significant contribution of sociolinguistics to language development was the heightened consciousness about language as a social, and therefore **cultural**, construction. Success in reading was viewed as learning how to use language **appropriately** in educational settings. Sociolinguists contrasted the role that language serves in school with the roles it serves outside of the school, and they helped to rethink the function of language within the classroom. By studying the community outside school, sociolinguists (e.g. Goodman 2005)

became conscious of social, political and cultural differences and, as a result, they began to rethink their judgments about language and behaviour. Instead of making judgment calls reflecting the “right” way, sociolinguistics adjusted to reflect on what was “our” way. Educators began to rethink and re-evaluate the competitive nature of classrooms and school, and they recommended changes within schools so that the children could learn from and with each other. It is becoming more and more apparent that reading is embedded in multiple social contexts.

During personal communication e-mails with Goodman (2005), he had the following to say regarding sociolinguists and psycholinguists:

Socio linguistics deal with the social aspects of language, particularly dialect differences and the social construction of language as described by Michael Halliday among others. It also deals with issues like social status of languages. As we learn language we also acquire the social values that the language represents. If language embodies racial and gender societal views then there is pressure to change the way it is used.

Psycholinguistics is concerned with the ways that thought and language interact. How do we use language to make sense to each other? Since language is always both personal and social, I regard my model of reading as both psycholinguistic and sociolinguistic.

The researcher believes that the CLE theorists of language development would support and defend the arguments for both socio-and psycholinguistics. For example, Walker (1992b:2) stated that one of the reasons why so many children fail to learn to read and write in school has more to do with what goes on in schools than with what children bring to school. However CLE techniques, especially language development, are coherent with a much wider range of children than more conventional programmes are. During all five phases, language is encouraged and scaffolded to be personal, social and cultural. Children are encouraged to learn from and with **each other** in an exciting and stimulating print rich classroom environment. Literacy experiences that focus on making meaning, and which are culturally relevant and constructed, are valued. CLE teachers are directly and indirectly, explicitly and implicitly concerned with how students are required and encouraged to use language. Their function as teachers is not so much to teach reading as to help children read. They provide a **safe** environment where learners risk using language. For instance, Goodman (2005:71) stated that teachers use the double agenda of learning through language, while learning language at the same time.

### 2.3 LANGUAGE THEORISTS

One of the intended outcomes of this study will be a professional pedagogical profile that is methodologically and theoretically supported to assist teachers understand the multi-dimensional reading process in classrooms and make meaning of it. Oller (1992:57) stated that educators should know what kinds of tasks literate people are expected to be able to do and with what kinds of discourse. The process of developing the CIERTQ profile also assumed a utilitarian value, namely that of informing teachers of their pedagogical and practical skills in context, so they may help learners become literate. Such a value gives expression to Cambourne's (2004:25) adage that there is nothing so practical as a good theory, and there is nothing so theoretically interesting as good practice.

This section therefore commences by introducing theoretical professional and practical features of the Concentrated Learning Encounter (CLE) programme currently operational in the Western Cape. Its foundations lie in a synthesis of the works of Piaget (1969), Bruner (1960a), Cambourne (2004), Vygotsky (1930b) and Walker (1992b), and it has been explained in more detail previously in section 2.2 on pages 33 - 36.

As discussed in Chapter 1 pages 1 - 30, CLE has been translated into an articulated structure of learning stages, teaching processes and expected outcomes (Donald 2002:2). One of the key principles of CLE is that children learn language mainly through encounters with others in which they concentrate intensely on **making themselves understood** and where they are doing interesting and useful things, but where they have to confront challenging tasks to achieve those things (Rattनाविच 1992:12).

Piaget's theory of intellectual development (in Ginsberg 1988:24), which Rattनाविच (1992a) extended learners about "confronting challenging tasks", was guided by a framework which could be defined as a set of orientating attitudes. He believed that intelligence involved a balance between biological adaptation, equilibrium between the individual and his environment, and a set of mental operations.

Piaget (in Ginsberg 1988) premised his theory by stating that children learn by acting directly upon their environment, manipulating objects, and constructing schemata based upon their experiences. Vacca (2004:193) articulated that constructivists such as Piaget theorized that

learners construct knowledge from inside their heads. Knowledge is not transferred from teacher to students or from text passage to learners; it is constantly being constructed. In the CLE literacy programme, the five phases of this learning area depicted in Appendices 2 and 3 have been designed for learners to extend and adapt their schemata through a constant process of assimilation and accommodation. Rattanavich (1992b:13) stated that, by the end of Stage 1 of a CLE programme, the learners should have developed effective strategies to recognize and write words that they have previously not encountered.

Piaget (in Ginsberg 1988:227) stated that when a person encounters an object or event that he is unable mentally to assimilate, or fails to achieve a goal due to his lack of adequate cognitive structures, that individual goes into a state of **disequilibrium**. This state infers that there is a feeling of unease or conflict within the individual, but it is of **crucial** importance since a learner will then be motivated to search for better forms of knowledge, and thus begins the process of development towards a state of equilibrium. In order to move from a state of disequilibrium to equilibrium, an individual should assimilate and accommodate pre-existing structures to meet the demands of the new challenge. Accommodation refers to the tendency to modify mental structures according to the pressures of the environment, while assimilation involves using current structures to deal with the environment. Although the notion of accommodation and assimilation are complementary, they also occur simultaneously and are inextricably connected. Further, they are closely related to the structures of intelligence. Moving through the five phases of the CLE programme stimulates and extends the learners' **accommodation and assimilation** structures.

A second underlying feature of CLE teaching is '**scaffolding**' or utilizing contextual support. When it relates to the facts of experience, scaffolding is a process that occurs when discourse relates to, and is supported by, non-linguistic cues. Rattanavich (1992:12) described the importance of context as follows:

The more that is said and relates to the context – the other things that are happening, the actions, the gestures and tone of voice of the speakers, and what the previous experience the listeners has had with all of these – the easier it is to understand what is being said. In the case of language learning, the easier it will be to participate in the language interaction, and so to learn from it.



Bruner's (1960) notion of scaffolding is a key idea in constructivist approaches to education. He argued that learning is an active process through which learners create their own meanings – constructing new concepts based on previous knowledge and experiences.

For the purpose of this discussion, the researcher will be considering Vygotsky's theory of social constructivism (1930a) and Cambourne's conditions of learning (1988; 1995; 2004) as both informing the study's core theoretical assumption and explaining the key underlying principles of CLE.

**Scaffolding meaning** and **fostering negotiating skills** are two other key components of the CLE programme for learning to read and write. Vygotsky's (1930a) theory and perspective on social constructivism expounded the influences of cultural and social contexts and supports a discovery model of learning. He explained how literacy is acquired. Through continual discussions and engagement supported by adults, learners not only acquire their understanding about literacy but they also internalize structures for reading, writing and speaking. The adult's role is an active one, so that the learners internalize the tasks as well as transferring new knowledge to similar tasks until they can work independently.

Piaget (in Ginsberg 1988:209) stated that cognitive development must take place before learning. Direct instruction and attempts to help learners who are not ready to do things alone tend to result in rote learning. However, CLE is designed with the intention that scaffolding techniques support the learners' ability to work at levels at which they might be "half-right"; not having full control, but able - with the support of the teacher - to solve problems and perform. This scaffolding process occurs particularly in Phase 3 of the CLE programme in which the learners and the teacher **negotiate** their own text. Vygotsky (in Many 2002) calls this stage of development the "**zone of proximal development**" and, within this zone of operations and language development, interaction with the adult as the more capable peer is crucial. Working just beyond the learner's actual development builds a structure or frame that leads to further development and higher mental functioning. CLE is based on the assumption that supportive social contexts are consistently provided for learners at every phase. Part of the teacher's role is to identify the "zone of proximal development", to scaffold reading techniques, and to construct understandings in a dynamic social context to facilitate independent literacy learning. These scaffolding discussions can be either teacher-or learner-led. However, Evans' (2002:49) current investigation provided evidence that when learning

is **peer-led** the “zone of proximal development” extends the learner’s confidence in their knowledge, their extrinsic motivation and the degree of active involvement in their literacy learning.

Piaget (in Ginsberg 1988) considered children’s intellectual development in isolation, whereas Dipardo & Schnack (2004:17) argued that **emotion and cognition** are integrally connected. He critiqued the very notion of dividing human beings into two parts, one emotional and the other clinically intellectual.

Vygotskian theory also embraced the affective and the intellectual development of children stating there is an intimate connection between the emotional reactions and the rest of the human mind (Barr 2001:407; Dipardo & Schnack 2004:17). Intertwined in neo-Vygotsky’s terms of meaning (Dipardo & Schnack 2004:17), emotions become an interwoven dimension of what learners internalize from particular social-cultural interactions. A learner’s capacity to enter into more intensive levels of participation in a given social-cultural setting depends on both intellectual support and a positive emotional climate. It then stands to reason that the sorts of contexts most likely to encourage involved participation would provide not only appropriate and well-timed intellectual challenges but also **positive emotional supportive** relationships.

According to Dipardo & Schnack (2004:17), Nodding’s care theory (1992) is consistent with Vygotskian’s concept of socially assisted learning in the “zone of proximal development”, which emphasizes issues of motivation, trust and rapport in teaching learning relationships. Nodding (1992) argued that “caring-about” is empty if it does not culminate in **caring relations**. “Caring-about” must be seen as instrumental in establishing the conditions under which “caring-for” can flourish. A teacher who cares about learners must keep in mind that the objective is to ensure that caring actually occurs.

Goleman’s (1996:262) study on “emotional intelligence” provides empirical evidence of the importance of the interplay between emotion and cognition. Some theorists have suggested that engagement is the ability of the reader to enter the textual world and to move beyond literal understandings in order to question, evaluate and rethink – to maintain a balance between engrossment and critical distance – thus allowing for emotional enjoyment as well as reflection. Engaged reading is strongly associated with significant gains in achievement.

The Vygotskian perspective of the role of teachers – i.e. assessing a learner’s knowledge and providing activities that appropriately **challenge** a student - provides only a limited guidance for thinking about classroom teaching and learning (Clay 1991:70). What is needed is a more general conceptualization of teaching that describes the key choices teachers make in establishing and adjusting literacy programmes for developing countries. Barr (2001:408) suggested that more recent studies propose that some core literacy activities that teachers need to consider are selecting **appropriate material**, developing and using **assessment systems**, developing a balance between reading and writing activities, responding to the **special needs** of diverse groups of learners and **sharing power** with students.

Cambourne (2004:25) expounded the term “constructivist paradigm of teaching, learning and knowledge building” when creating literacy classrooms as a broad set of three separate but overlapping propositions and assumptions. He believed that teachers provide a platform on which can be debated the multiple layers of meaning that are collectively embedded within a literacy classroom. The constructivist classroom includes the following constructs:

- The **context** is central to all learning.
- Fundamental to what is being learned are the purpose and goals that the **learner** brings to the learning situation.
- Knowledge and meaning are socially constructed **through processes** of negotiation, evaluation and transformation.

The researcher will now extrapolate each of the above constructs in more detail, relating the learning to a constructivist reading classroom.

- **The context is central to all learning:**

Constructivist theory argues that the ends of literacy instruction are as important as and very much determined by the means engaged to teach them. The experiences and contexts in which learning to read is embedded will be crucial to each learner’s understanding of, and ability to use, reading or writing.

In developing schools in South Africa in the past there was a tendency to focus on the “correctness” of a response or interpretation, to read with as few errors as possible and, as well as implementing principles set out by the Department of Education, to assess how many words a learner could read at the end of each academic year. This system encouraged and led to an **authoritative** and limited classroom environment in which the teachers and learners did not usually critique, challenge or question texts together. Walker (1992b:9) elucidated that literacy learning in many countries begins with the alphabet; phonic drills, individual words and grammatical rules, while reading and writing for useful purposes are postponed. As a result, before long, certain learners may give up trying.

Cambourne (2004) agreed with Walker’s (1992b:9) understanding that what is learned cannot be separated from the **context** in which it is learned. Walker stated that, in the CLE programme, classroom learning and teaching contexts involve **all** learners in what is going on. Also, within that context, the teachers develop activities from which the children learn to read, write and talk in their home language while gaining non-language skills and knowledge that have worthwhile implications in real life.

- **Central to what is being learned are the purpose and goals that the learner brings to the learning situation:**

Teachers should know how to create learning environments that can convince all learners to participate and engage as deeply as possible with all the presentations and demonstrations the teacher provides about reading and how these skills may be used. However, before learners can engage with and participate in classroom reading, they should be able to attend, to identify and to know the purpose for learning. In addition, they ought to feel free to risk doing new and challenging tasks. If learners understand the purpose and goals of a reading task/activity, and if they can link the context of that reading to their **real-life** learning situations, they are more likely to attend to, and become immersed in the teacher demonstrations. If their learning is whole, meaningful and in context, they can make sense of it.

For learners to be able to engage with the learning, some principles should be in place in the classroom. Cambourne (2004:28) formulated the following principles of engagement. Learners are more likely to engage deeply with demonstrations if they:

- believe that they are capable ultimately of learning or doing whatever is being demonstrated;
  - believe that learning whatever is being demonstrated has some potential value, purpose and use for them;
  - believe they are free from anxiety; and
  - respect, trust, admire, and would like to emulate the person doing the demonstrations.
- **Knowledge and meaning are socially constructed by learners through processes of negotiation, evaluation and transformation:**

According to Cambourne (2004:29) constructivists argue that there is not one complete, correctly structured set of meanings about this real world, waiting to be understood and discovered. Rather, constructivist theorists hold the view that each person imposes his or her **own** meaning on his or her own real world and that these meanings are socially constructed. Weaver (1988:161) believed that reading is the process of constructing meaning through a dynamic interaction (transaction) between the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation. Therefore, social interactions provide the most important mechanism available for learners to develop their individual understandings and knowledge.

Cambourne (2004:29) argued that collaborative teaching and learning provide a platform from which learners can **enrich**, interweave and expand their knowledge and understanding. Furthermore, Miller (1998:2) agreed, stating that co-operative learning leads to learners developing positive interdependence and individual accountability for their learning.

Having more face-to-face oral conversations with learners does not, of itself, reflect the deeper meaning of constructivism. There should be particular classroom opportunities where especially authors speak to, and work with learners. These conversations occur when learners share stories and discuss authors' **styles** of writing. Then, when learners gain the opportunity to read books, they are familiar with both the outcomes of individuals, and with the author's style. Once they are able to link the learning to their own situations and contexts, they are then able to critically interrogate the meaning of the text.

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Deeper meanings of constructivism occur when teachers debate such questions as “What is ‘good’ reading?”, “How is it best learned?”, and “After it’s been learned, what should it be used for?” It is during these times that many wide ranging long-held beliefs and values – which, until this time, had been implicit - are exposed to debate and argument.

Cambourne (1988:33; 1995:184) developed a schematic representation of his theory as it applies to literacy learning. This representation is presented in Figure 2.4 on page 54. He conveys the notion that “conditions” are particular states of being such as doing, behaving and creating. Inclusive are a set of **imperative circumstances** and conditions that co-occur and are synergistic in the sense that they both affect and are affected by each other, together allowing language to be learned. The CLE teaching principles, in contra-distinction to the traditional reading principles, are reflected effectively in Cambourne’s model of learning.

**Figure 2.4** A schematic representation of Cambourne’s (1988:33) model of learning as it applies to literacy learning

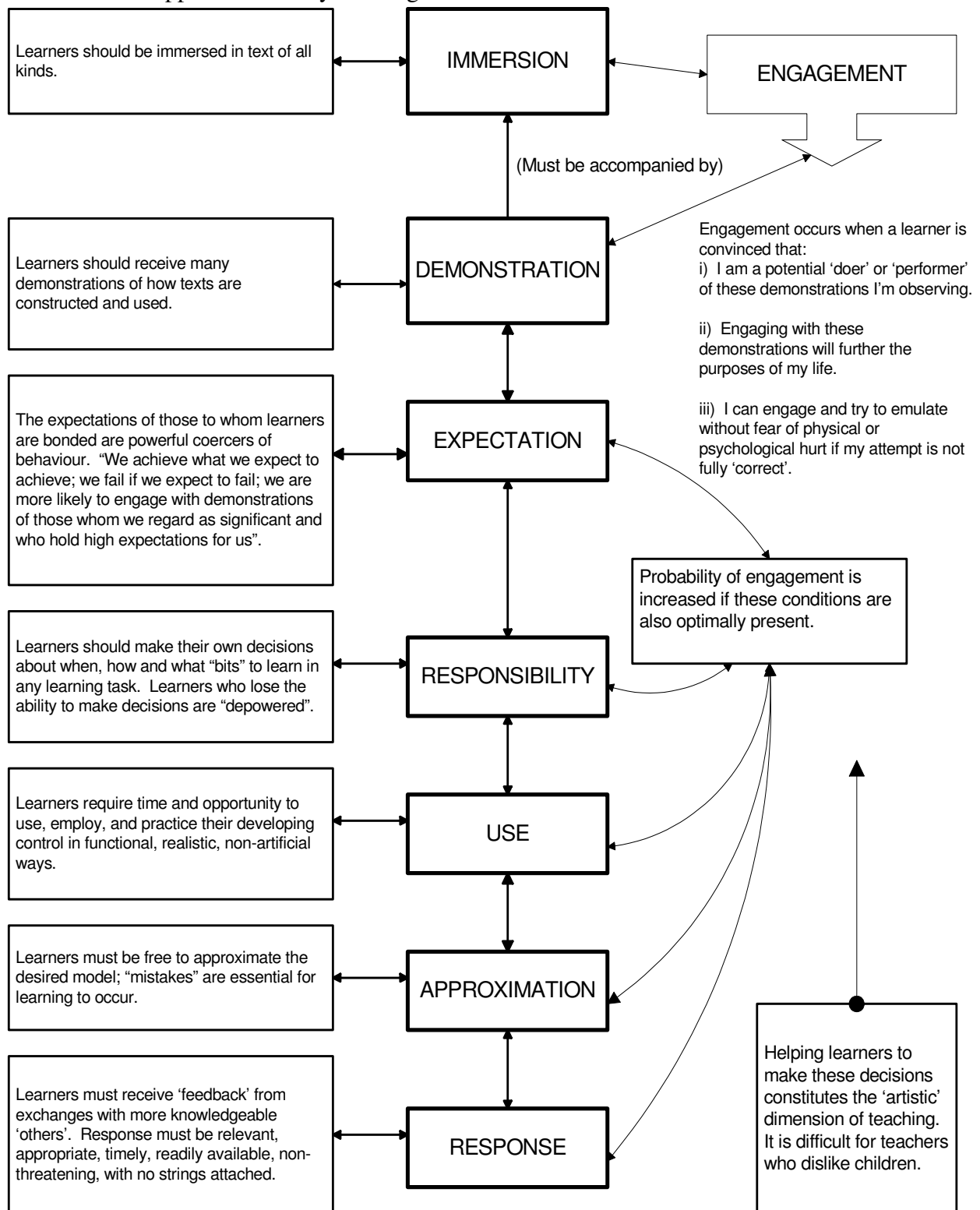


Table 2.1 on pages 56 and 57 extrapolates Cambourne's (1988:33) original framework for turning a theory of learning into pragmatic classroom reading instruction. Cambourne (2001:415) discussed each of the seven conditions, and what they meant for both teacher and learner, before giving some practical classroom strategies that could be employed to implement each condition. In the third column, the researcher offers some possible CLE classroom strategies that can be employed to implement this condition.



**Table 2.1** A framework for turning a theory of learning into CLE classroom reading instruction, after Cambourne (2001:414) and Walker (1992b)

<i>Condition</i>	<i>A definition of each condition</i>	<i>Some possible CLE classroom strategies that can be employed to implement this condition</i>
Immersion	Immersion implies the provision of multiple opportunities for students to experience (a) visual saturation of print and text and (b) aural saturation of sounds of written texts.	Display all learners work on the walls and corridors of school, the learners read silently, the teachers read aloud, taped books and stories, choral reading (e.g., poems, rhymes, songs and jingles). All these texts can be printed and displayed on the wall.
Demonstration	Demonstration implies the provision of an abundance of teacher modelling of the process of reading, with special emphasis on making explicit the invisible processes that make reading possible – discussing the subtle reading skills.  Collecting, displaying and discussing models or examples of different kinds of texts are also desirable and meaningful.	Teacher reads aloud to learners accompanied by questions about the story.  Teachers and learners together construct texts.  Focus on processes, knowledge, and understandings that make effective reading, spelling and writing possible.
Engagement	Engagement activities involve continually communicating and modelling a set of reasons for becoming powerful, critical readers. These reasons must be relevant to the pupils we teach.	“Propagandize” the value of reading through constant messages, explicit reasons, personal stories, “nagging” posters, models and demonstrations of the power and value of reading.
Expectations	Expectation involves communicating through language and behaviour the message that every pupil is capable of learning to read, and that you expect every child to become a reader.	Use flexible, mixed-ability groups that continually change, and avoid communicating subtle negative expectations through ability grouping, odious comparisons, and “put-down” language.  Make explicit the processes, knowledge and understanding that effective readers use.  Constantly remind students that they all learned to talk – a much harder task.
Responsibility	Responsibility implies encouraging pupils and giving them opportunities to make some but, not all, decisions about what and how they learn.  Making explicit the idea that good learners know how to make learning decisions.  Modelling and demonstrating examples of “taking responsibility for” or “ownership” of learning.	Devise activities that don’t have simple right- wrong answers. Insist that comments and judgments be justified wherever possible.  Set up support structures and processes that allow pupils to take responsibility for learning.  Use language that invites open-ended responses and reflection (e.g., <i>What else can you do when you are reading and you come to something you don’t understand? Why would you do that?</i> )

<i>Condition</i>	<i>A definition of each condition</i>	<i>Some possible CLE classroom strategies that can be employed to implement this condition</i>
Approximation	<p>Approximation involves communicating through discourse (i.e. language and behaviour) such messages as these:</p> <p>Having a go (i.e. making an attempt and not getting it perfect at first) is fundamental to learning.</p> <p>Mistakes are our friends in that they help us adjust and refine our knowledge, understanding and skills so that next time we do better.</p> <p>Ultimately our approximations must become conventional (expectations.)</p>	<p>Share stories of how we learn to do things outside school – like learning to talk, skate or play tennis.</p> <p>Highlight the role that approximations and responses play.</p> <p>Model and demonstrate good/bad miscues as approximations that help/hinder the reader.</p> <p>Discuss spelling approximations as temporary spellings and study similarities/differences to conventional spelling.</p> <p>Model/demonstrate how effective readers deal with approximations.</p>
Use	<p>“Use” requires providing multiple opportunities for learner- readers to apply their developing skills and understandings about reading and the reading process in authentic and meaningful ways.</p>	<p>Provide lots of structures, opportunities for students to engage in acts of reading for specific purposes, and events.</p> <p>Try SSR (Sustained Silent Reading) and DEAR (Drop Everything And Read).</p> <p>Use reading for a range of purposes; do lots of meaningful and authentic writing; and develop a pool of authentic reading/writing activities and tasks that can be constantly reused without boring the students (e.g., reading and retell on different text types).</p>
Response	<p>Response requires paying close attention to learners’ approximations, and recycling demonstrations and models that embody information; knowledge of what the learners have not yet got under control; and drawing explicit attention to salient features of demonstrations/models that will help learners modify approximations.</p>	<p>Set up structures that make it possible for learners to receive feedback (responses) from multiple sources, e.g., other students as well as the teacher.</p> <p>Constantly model how effective readers use various cues available to create/understand meaning.</p>

Gee’s (2003) learning principles resonate with the above discussion of Cambourne’s theory of learning in that they are embedded within the broader learning environments with complex cultural and contextual learning. He premised his theory of 36 overlapping Learning Principles on the cultural relevance and importance of video games. (See Appendix 4 on page 271)

To compare out-of-school learning with that of in-school learning, the researcher will critique Gee's (2003) study. His study observed learners playing video games, and he asked how learning could be possible in unconventional circumstances, when there were no formal lessons for playing video games? Were these children just more "street smart"? Perhaps the playing of video games is a "natural environment" for many children if it is a consequence of society being forced to deal with social pressures and threats of survival? In any setting the brain and the ecologically predetermined conditions mutually shape each other so that complex learning, constrained by social conditions, is present. Gee (2003:7) made the following point about children playing video games that he believed must be based on a particularly powerful theory of learning and knowledge construction. Millions of hours and billions of dollars are spent on children engaging effectively in video games, yet the learning involves becoming proficient in complex conceptual systems, abstract thoughts, and myriad ways of thinking, knowing and applying what has been learned to master a range of complex problems.

Cambourne agreed with Gee's contribution by stating that there must be shared socially intellectual work organized around the joint accomplishment of video game tasks. Whatever skills are involved must take on meaning in the context of the whole. They encourage children to observe, participate and comment while building up skills, often as a result of **social sharing**. Playing video games is structured and presented so that children can engage in the processes of meaning construction and complex learning.

Cambourne (2004:30) identified five principles for implementing a constructivist theory of learning in literacy classrooms.

- Create a classroom ethos or culture that supports and encourages deep engagement with multiple demonstrations of effective reading behaviour.
- Use teaching activities and strategies that are a mix of the four dimensions of teaching and learning (explicitness, systematicity, mindfulness, and contextualization).
- Use structures and processes that create opportunities for the development of intellectual unrest or what Piaget calls "disequilibrium".
- Develop learners' metatextual awareness of the processes and understandings implicit in effective reading behaviour.

- Develop and implement tasks that encourage authentic implementation of the processes and understandings implicit in effective reading behaviour.

These five principles relate to the principles CLE teachers should create in their classroom environments. They should provide activities so that learners are actively engaged in learning reading skills, learning reading through providing different genre texts and learning about reading, at the same time that they engage in authentic reading activities that are fun and competitive.

Cambourne's five principles are discussed in more detail as follows:

### **Principle 1**

#### **Create a classroom ethos or culture that supports and encourages deep engagement with multiple demonstrations of effective reading behaviour**

Constructivist classrooms that promote cultures of deep engagement succeed by promoting learning, reading and writing discourse, which is achieved by teachers communicating expectations, and by providing opportunities to engage in reflective learning. Paterson, Henry, O'Quin, Ceprano & Blue (2003:181) stated that teachers' expectations influence their learners' behaviour. Learners respond positively to supportive expectations of their attempts to learn and use language from 'those to whom learners are bonded'.

According to Cambourne (2004:31) the following principles would be communicated to learners in a constructivist classroom:

- Becoming effective readers will greatly enhance the quality of their own lives;
- Everyone is capable of becoming an effective reader;
- To become an effective reader it is helpful to share and discuss with others the process and understandings one develops;
- Justify the meanings that are constructed through reading using credible and sensitive arguments;
- Risk making mistakes; it is safe to learn by one's mistakes;
- Translate learning into one's own understandings so that it resonates with one's cultural and language environment; and

- One's deep engagement in learning should be modeled by reflecting on how it is accomplished and by justifying its value as a means of learning and understanding the skills and knowledge necessary to become an effective reader.

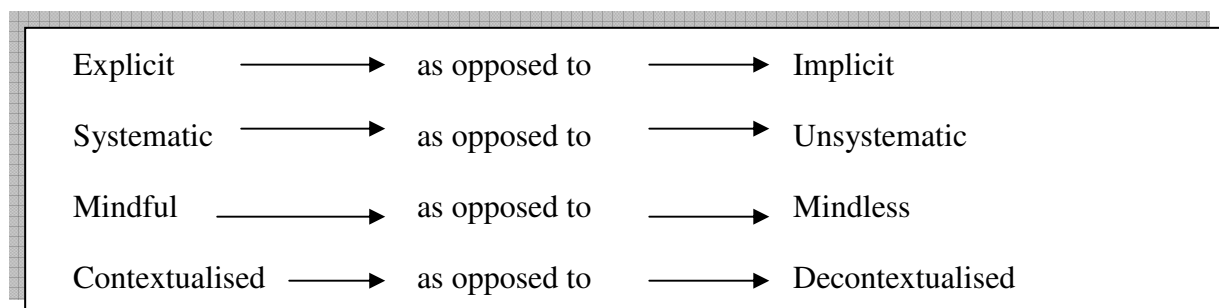
Cooter, Mathews, Thompson & Cooter (2005:389) stated that teachers who reflected on their practices and who executed self-evaluation processes improved their effectiveness in ways that help students learn.

## Principle 2

### Use teaching activities and strategies that are a mix of the four dimensions of teaching and learning (explicitness, systematicity, mindfulness, and contextualization)

The teaching and learning events and activities in a constructivist classroom that produce effective readers and users of texts can be described in four categories of learning and teaching. Cambourne (1999:126; 2004:33) has developed a framework for understanding the complex task of teaching and learning. Each of the dimensions creates a continuum along which it is difficult to say just where each behaviour begins and ends except at the extremes. One should caution that a “balanced approach” to teaching reading is the one that should be achieved. White (2005:250) refers to a “balanced approach” to reading as one in which teachers engage children in whole language-like literature immersion, writing, and explicit skills instruction that may include separate skills instruction, and they frequently prompt application of skills in reading and writing.

**Figure 2.5** The four dimensions of teaching and learning (after Cambourne 2004:33)



Each of these four dimensions is explained as follows:

- The “explicit – implicit” dimension of classroom instruction/activity

Explicit teaching implies the system of consciously demonstrating and bringing to the conscious awareness the theoretical processes of understanding, knowledge, skills, values and attitudes that are essential of proficient and effective readers. An example of this explicit style of teaching would be discussing the personal likes and dislikes of certain authors’ styles, or giving reasons for choosing a certain book, or choosing how to read a difficult word. Implicit teaching, on the other hand, implies deliberately leaving some practices to the learners to discover and work out for themselves. Implicit teaching practices may be found in the learning of spelling and spelling rules.

When making learning explicit, a teacher is role modelling or scaffolding crucial reading techniques to learners - some of whom may not have experienced them in their homes – and trying to develop readers who can read independently as well as trying to develop a culture of critical reading. Slow learners are exposed to repeated demonstrations, and they will internalize the techniques when they are ready to do so. Vacca (2004:194) extended this concept of explicit instruction in the development and use of reading strategies by stating that there should be teacher explanations, modelling, practice and opportunities for application.

- The “systematic – unsystematic” dimension of classroom activity

Systematic teachings are those techniques which are planned on macro, meso and micro scales, including assessment procedures for each step. A teacher who has planned systematically will be able to articulate clearly the teaching-learning activities and processes which had been prepared earlier. Unsystematic teachings are those that are either unplanned or show little evidence of rational planning. A teacher who has not planned systematically will be able to explain and justify only superficially the teacher-learning activities that occur. Teachers from authentic constructivist classrooms are systematic in both their preparation and teaching.

- The “mindful – mindless” dimension of classroom activity

If a teacher in a constructivist classroom makes reading and literacy useful to learners so that it becomes mindful, the learners will be more likely to use it in mindful ways. They will be

more open to integrate other opportunities for open discussion (Smith 1985:147). The opposite is true of mindless ways. Mindless learning encourages and develops non-conscious repetition and automaticity. This kind of learning discourages critical awareness of reading and literacy.

- The “contextualised – decontextualised” dimension of classroom activity

Contextualised learning is that to which the learners can relate and can make emotional connections, with the result that learning becomes less complicated, more enjoyable, useful, easily transferable and where connections can be easily made. Decontextualised learning again leads to automatic, rigid and mindless responses from learners. Teachers in constructivist classrooms consciously strive to contextualize mindful learning for their students.

### **Principle 3**

**Use structures and processes that create opportunities for the development of intellectual unrest or what Piaget (1969) calls “disequilibrium”**

Cambourne (2004:36) stated that the notion of “intellectual unrest” is synonymous with Piaget’s (in Ginsberg 1988) term “disequilibrium”. Cambourne preferred the term “intellectual unrest” as it suggested not only intellectual and practical skills, but also as utilitarian skills. All of these terms, as well as the notion of cognitive conflict, are crucial states for the learners to go through as they engage critically with demonstrations, and for them to be able to link their background experiences to their present learning.

Teachers who develop a culture or ethos of constructivism in their classrooms use a mix of the following skills and processes: transformation, discussion and/or reflection, application and evaluation.

Transformation is being able to express a concept or knowledge in one’s own words while maintaining the original meaning. Once learners can utilise the skill of transformation, they can begin to take responsibility for their own learning; but, without achieving transformation, learning will be shallow and temporary.

Discussion and/or reflection is a language process to explore and clarify meaning. The difference between the two is the end point – the audience. Discussion normally refers to communicating orally with others, whereas reflection is communicating with oneself. The process of transformation is carried out through both discussion and reflection to clarify meaning. However, reflection implies the use of more complex skills such as amplification, extension and refocusing, which forces the learners to make their unconscious language unambiguous.

Application is possible in classrooms where the ethos and culture create opportunities for learners to risk applying their skills and understandings in authentic reading situations. The cyclical processes of discussion, transformation and reflection are continuous in these classrooms.

Evaluation occurs constantly in these classrooms with the learners and teachers persistently evaluating their own performances as they enter cycles of discussion, transformation and reflection. Feedback comes in many forms from teachers, peers and friends; but only if there is a positive sense of collegiality within the setting.

#### **Principle 4**

#### **Develop learners' metatextual awareness of the processes and understandings implicit in effective reading behaviour**

Teachers in constructivist classrooms develop a plethora of activities in their classrooms that are designed to promote learning about reading and so develop a deep awareness of books in exciting and entertaining ways that make the learning explicit - this process is called metatextual awareness. Learners are able to discuss comprehensibly, knowledge about, and understandings of, the ways text work; the strategies that proficient readers utilize when developing meaning; and they are able to articulate and solve problem situations that occur in texts. All these activities lean towards the explicit rather than the implicit dimension discussed above. Constructivist classrooms promote metacognitively-aware-students who then develop more control over their language and learning.



**Principle 5****Develop and use tasks that encourage authentic use of the processes and understandings implicit in effective reading behaviour**

A final principle of a constructivist classroom is that all literacy-related skills are authentic. By this Cambourne (2004:38) postulates that literacy activities such as reading and writing closely resemble those that occur outside the classroom environment. The most authentic activities are those that resemble everyday activities and are similar to the activities and processes that proficient literate adults use in their everyday lives.

**2.4 TWELVE DIMENSIONS AND PURPOSES OF THE PEDAGOGICAL PROCESS OF READING: DEBATES AND ANALYSES**

This section introduces the annulus of the framework circles, as well as many of the educational reading practitioners and proponents who are listed alphabetically in the fifth annulus, depicted in Figure 2.1 on page 32.

During the past decade, critical shifts have occurred in how the classroom teaching of reading is viewed and studied. The pedagogy of teaching reading is deliberated upon not only to learn more about the process in a theoretical sense, but also to enlighten teachers so they may be able to assist all children to become literate. The purpose of this section is to describe how researchers from the field of reading think about and study various facets of teaching reading, and how this critique lays the framework for teachers to adapt their daily practices within the larger context of reading.

Two debates have guided the analysis of each section. First, in discussing each sector, an attempt has been made to provide a summary overview, limited in scope, to the most recent research pertaining to that sector. Second, the researcher will deal with how the knowledge developed about teaching this facet of reading, and how this has been grounded in a social constructivist framework. Although each sector is discussed individually, it must be borne in mind that learners use multiple and various strategies when reading.

### 2.4.1 Reading for meaning and interpretation

Everyone reads for meaning (Strickland, Snow, Griffin, Burns & McNamara 2002:55). What is learned cannot be separated from its context (Cambourne 2004). Learners read for a purpose or a goal whose knowledge and meaning are socially and contextually constructed through a process of negotiation, evaluation and transformation.

Good readers use many resources to achieve this sense of meaning. Whether the text in front of us presents geographical facts, poetry, an interesting story line or the telephone directory, the basic goal that we as readers want is to read and understand the writer's intent. As adult readers, our comprehension processes are mostly automatic - at any time we can read a newspaper and effortlessly understand words and phrases. When reading about new subject matter, we draw on our resources and transfer them to the new text. There are well-developed connections between letters and sounds, we predict outcomes, draw expectations, develop analogies and ideas from other subjects and are alert for contradictions. We are confident to check ourselves and even reread passages when we are confused. However, for novice readers it is not so easy. Their resources are not as abundant and the work of comprehending is not as familiar. Understanding the written language is more difficult.

In Winburg & Botes' (2005:96) most recent research conducted in South Africa, they elaborated about developing a reading culture:

if the reading situation is stressful and the interaction ineffective, insistence on reading for what teachers assume to be 'pleasure', without attention to family literacy habits, is likely to be counterproductive.

In their conclusion they suggested that it was not enough for the teacher merely to select books and leave them alone in the library corner. Instead a reading culture should be encouraged around school-based interests such as outings and events. When such a culture is achieved, the learners are more likely to become proactive in expressing their reading interests to educators, parents and librarians meaningfully.

Earlier Pardo (2004) had expanded on many issues mentioned in Winburg & Botes (2005) in her own research conducted on comprehension. Pardo (2004:272) stated that comprehension:

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is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text.

Meaning and interpretation emerge from a text when there is an engagement of the reader with the text. A reader's depth of knowledge, skills, cognitive development, culture and purpose vary. For example, skills include basic language ability, phonic and decoding skills and high level thinking skills. Knowledge includes background knowledge about content and text, and it is determined by the schema a reader has developed for a particular text. Cognitive development means that readers can assess and make judgments about a text. Culture is based on the extent to which a text and the reader's culture match; and readers read various texts differently depending on their purpose. Collectively these create meaning. In the reading classroom, teachers should create learning environments that support the above activities to develop the construction of meaning. While some engagements in texts can create tension and contradictions between the reader and the text, they can also contribute to new learning and expand original concepts used by teachers or learners (Smagorinsky, Cook & Reed 2005:73).

#### **2.4.2 Reading for communication**

In constructivist classrooms, knowledge and meanings are socially constructed through a process of negotiation, evaluation and transformation (Cambourne 2004:29). Good communication and dialogue take place during the learning process typical of a socially constructed learning environment (Zwiers 2004:180). Collaborative group settings - which encourage clear communication, teaching, empathising, arguing, conflict and humour - are the primary manner through which learners develop and test their individual understandings and knowledge by listening and reflecting on the understandings of others. They also provide environments in which knowledge can be tested, enriched and expanded upon by learners themselves. However, class teachers should also have an in-depth understanding of the principles of constructivism for communication to be seen - not merely as an add-on - but for the communicative aspect of social constructivism. It forms an essential part of their instructional theoretical construct.

Bloome & Talwalkar (1997:105) expanded on the notion of critical discourse by defining the major goal as determining how the issues of language, power and control are central to social

theories that are grounded in current social, economic and political dynamics. However, they cautioned that one needed to be aware that these dynamic conditions continue to evolve and change.

When communicating, teachers and researchers need to be cognizant of the sociocultural traditions and norms that exist in different classroom situations. This scenario is evident in the developing schools of the Western Cape area of South Africa where three indigenous languages prevail. In the IsiXhosa culture it is neither respectful to look one's elders in the eye when speaking to them, nor to speak to them until spoken to. This custom creates tensions for teachers, learners and parents and may result in constrained and inhibited communication skills in the class and at home. Although CLE encourages open conversation, learners and teachers are becoming familiar with this social constructivist approach where learners are expected to participate and communicate in the construction of their own knowledge. However, some parents are struggling to accept these changes occurring within their culture.

The ways in which one utilizes language; participates in activities; portrays oneself; and articulates certain values, beliefs, theories of the world, attitudes and emotions, gives acknowledgment and membership to a certain culture or group. Wade & Fauske (2004:139) drew on Gee's (2001) theory of critical discourse of how language is used as a "*manifestation of one's identity and of power relations that are social, institutional, cultural and gendered.*" Learners and teachers are members of many groups such as gender, class, race, ethnicity, age, family roles, religion and political affiliation. Gee (in Wade & Fauske 2004:139) argued:

if the person's world view and patterns of interaction are too different, the group may try to discipline and acculturate the individual to the group's norms.

It is incumbent upon the teacher to create a safe learning environment in which learners can communicate and make mistakes without being punished. Communication apprehension is a fairly new concept in South Africa, where people stutter, shake and are nauseous due to a fear of speaking publicly and, to cope, they prefer to withdraw from any situations that require communicative skills (Ekron 2004:63). This condition should be taken into account in developing schools using the CLE programme, where class sizes are generally large and where, for a major part of the literacy programme, learners are expected to role-play and use their own language in retelling the story.

### 2.4.3 Reading to develop literacy strategies

In constructivist reading classrooms, there are four strategies that teachers can utilize for effective teaching and learning: explicitness, systematicity, mindfulness and contextualization (Cambourne 2004:30). A more detailed discussion of these concepts was presented earlier on page 60.

When the researcher began the CLE literacy pilot programme in 1998 in developing schools in the Western Cape region, she observed that teachers did not have strategies for teaching reading skills. Instead, many teachers would engage in what Cooter, Mathews, Thompson & Cooter (2005:388) refer to as “*random acts of teaching.*” During CLE workshops, the researcher encouraged the teachers to reflect on and discuss their teaching of strategies that were successful in helping their students learn to read. Providing these opportunities allowed the CLE teachers to become engaged in reflective processes that developed a repertoire of reading pedagogical skills during the period 2000 to 2003.

Several shifts have occurred during recent years with regard to the selection and teaching of reading strategies (Barr 2001:399). Teachers are no longer using the behaviourist model of teaching; there has been a **shift** towards the **constructivist** approach and to the **sociocognitive** perspective as expounded by Cambourne. Another shift on which researchers and authors are now focusing is the existing learning by teachers instead of a preoccupation with student learning. This shift is evident by the large numbers of books available on this topic written specially for teachers to use in their classrooms.

There are many discussions about the reading skills and strategies needed by early readers. Barr (2001:398) suggested that strategy development in the field of reading, from grades 1 to 7, focuses mainly on the development of comprehension and vocabulary. A plethora of books and research papers (e.g. Roller 2002; Zwiers 2004; Pinnell & Scharer 2003; Lubliner & Smetana 2005 and Strickland, Snow, Griffin, Burns & McNamara 2002), to mention only a few, have been published pertaining to strategy instruction for both comprehension and vocabulary. However, Roller (2002:2) suggested that the strategies needed by learners are many and varied, and they depend on the stage of the learner’s development. Some examples are: teaching for word recognition, phonic and decoding skills, concepts about print, reading

fluency, oral language, listening skills, cognitive strategies such as questioning, summarizing, activating prior knowledge, integration of new knowledge, thinking aloud about the meaning of a passage, debates on ambiguities, writing strategies, discussing vocabulary and inferences, pre-reading, during-reading, and post-reading skills, mapping key concepts, analyzing text genres, and many more. However adult readers read for pleasure, learning and analysis; and so one assumes that the above list of strategies has been internalized by that late stage (Strickland, Snow, Griffin, Burns & McNamara 2002:9).

#### **2.4.4 Reading to learn**

Learning is socially constructed (Cambourne 2004:26 and Cobb 2004:104). For learning to be effective, learners should engage with texts, express a purpose for learning and actively participate in the learning process. These actions require risk taking and the ability to talk – talk that is directed at an understanding of the deeper constructs of learning. Learners learn from interactions and discussions with their peers and with their more knowledgeable mentors and, subsequently, they begin to take responsibility for their own learning. Through this social construction of learning, learners achieve deeper understandings of their reading tasks and they begin to analyse their own work critically. One emphasis of CLE is to provide opportunities that will extend student learning.

School staff requires guidance not only on what to teach but also on how to teach so that all children can learn (Cobb 2004:104 and 2005:472). This statement, together with the recently published literacy rates in the Western Cape explained on page 8, echo the outcomes of the pilot CLE literacy programme that ran from 1988 to 2001. Hence the implementation of the subsequent large scale CLE intervention programmes from the years 2001 to 2005.

As part of the classroom reading material developed for this large scale CLE programme, a variety of fiction and informational texts, contextually relevant to the Western Cape region, were published and given to all class teachers. These texts, together with the five phases, and the language activities in the final phase - carefully made clear to the teachers during their training sessions - played an essential role in the learners', current and future learning and reading development (Donald, Condy & Forrester 2003). Learners enjoy interacting with informational texts as they search for answers to questions about their own worlds, thereby extending their learning. Younger and younger students are increasingly being called upon to

engage critically with informational texts and to give their opinions (Palmer & Stewart 2005:427). CLE encourages and advocates these learning skills and constantly provides opportunities for extending learners' cognitive processes.

Fictional and informational texts also expose learners to new words and to new concepts that have been otherwise lacking in many primary classrooms in the Western Cape. The vocabulary capacity of a child significantly influences reading comprehension (Yopp & Yopp 2004:81).

### 2.4.5 Reading for critical thinking

In authentic constructivist classrooms, knowledge is usually under construction (Vacca 2004:193). The experiences and opinions of teachers and learners can be significant in classrooms. Knowledge is continually being constructed between the teacher, the learner and the text. He extends this notion by stating that it is crucial that **adolescent** learners continue literacy development as they negotiate meaning and think critically about texts that relate to their lives, whether in school or in the broader world (Vacca 2004:186).

“Intellectual unrest” is a term created by Cambourne (2004:36). It describes a constructivist classroom in which the learners are encouraged to think critically and engage in higher order thinking skills. He posited that, in order to achieve this outcome effectively, students might use a mixture of the following structures: transformation, discussion/reflection, application and evaluation to develop clarity, accuracy and relevance of thinking. (Refer to page 62 for further discussions on these structures.)

In all five phases of a CLE classroom, there are opportunities and expectations for learners to participate in critical thinking, discussions and reflections, application and evaluation of their own work. Perhaps the most vital aspect is phase three, when the students negotiate a text together. Rattanavich (1992:17) stated that, in this phase, which will take a few sessions:

each time she (the teacher) writes a sentence, she will ask the other students if they want to say it a different way and she will change the sentence if another version is preferred. The students thus negotiate an entire written text, sentence by sentence, cooperating to make the text satisfactory in all respects.

At the end of phase three, the whole class has negotiated and constructed a new text which is relevant to the children's experiences and to their learning environment. Vacca (2004:193) supported the importance of this phase, stating that:

Students have much to contribute to their own learning as they negotiate meaning and socially construct knowledge through learning situations that require discussion and writing.

For ten years Rotary International has offered CLE programmes in some Western Cape primary schools as a support measure, helping teachers to teach and critically explore literacy, grounded in an OBE framework. It has also supplied materials to teachers. During these training sessions the teachers were encouraged to think critically and to explore constructively their ways of teaching literacy so they could transfer and apply these skills to their own classroom environments. Zwiers (2004:23) stated that:

effective teaching requires that teachers continually look for ways to fortify current instruction and assessment of students' thinking, language and content learning.

Many teachers attending the CLE workshops had previously used mindless memorization, rote learning or regurgitation tasks as their fundamental philosophy of teaching. During the course of the pilot programme there occurred a slight improvement in the use of critical thinking and higher order thinking skills of teachers. Nevertheless, the literacy rates reported in Chapter 1 indicate that learners in the Western Cape have a long way to go before they are functioning at the appropriate grade level.

#### **2.4.6 Reading for social interaction**

The formation of collaborative groups created the most compelling means by which learners can develop their knowledge and understanding (Cambourne 2004:29). Through these social processes learners can:

test their own understandings through listening and reflecting on the understandings of others. Use of collaborative groups also provides a medium for enriching, interweaving, and expanding our understanding of particular issues or phenomenon.

Vacca (2004:193) concurred, and he expounded on his theory stating that:



The social context of the classroom affects the way students interact with the teacher, the text, and with one another..... Students have much to contribute to their own learning as they negotiate meaning and socially construct knowledge through learning situations that require discussion and writing.

The social constructivist paradigm is concerned with constructs such as discussions and the social processes of students and teachers in and towards teaching and learning; the connections between reading and talking to learn, as well as reading and writing to learn. Social constructivism is significant, not merely because of the meaning-making of individuals but because it is the collective production of meaning that is shaped and influenced by language, text, social interactions and cultural contexts.

Peer interaction promotes discussion and increases reading comprehension (Palmer & Stewart 2005:430). These interactions between texts, teachers and learners have interested researchers who have been observing social interactions in literacy classrooms. In their research of grade 1 learners, Matthews & Kesner (2003:208) posited that currently teachers are now creating collaborative literacy events. Learners are encouraged to express themselves academically and socially whereas, in the past, the learners were expected to perform individually. However their results suggested that - although there is definite practical and research evidence that supports peer collaboration where learners benefit from these experiences - nevertheless negative social complexities and consequences may arise. They expounded that the ways in which groups are formed is important, and they suggest that students work at levels that are compatible with their individual skill levels. Teachers should be able to easily identify peer and academic status hierarchies that exist amongst their learners. They would also need to administer and interpret these features with care so that they take full advantage of the justice and equity within the groups. The class teacher would need to discuss explicitly the skills that learners possess, and the necessity of all these skills for successful achievement of tasks.

In the discussion of the results of her intervention, Evans (2002:65) stated that her fifth grade learners had developed clear structures that promoted effective class discussions. Although most learners enjoyed this method of group discussions, and felt it assisted them to become better readers, two troubling considerations emerged namely: problems with gender-based groups and dominant people in the discussion groups. She asked the question, "What did these students learn from experiencing gender conflict or feeling silenced by a bossy group

member?" If the wrong dynamics exist, instead of education being informative it could lead to "mis-education".

Maloch (2002:109) discovered similar findings in her research with third grade learners, although she concluded that learners may face many more difficulties when participating in peer-led discussions. They may be inequities related to gender or social status, learners who are marginalized, and learner talk that is not purposeful or engaging. She suggested that teachers should plan for such challenging situations and gradually implement learner-led discussions where continual support is offered to the learners.

In CLE classrooms in the Western Cape, where teachers may present three distinct and different cultures and languages in one classroom, these literacy events and social interactions must be sensitively and carefully constructed for learning to be optimal.

Classroom teachers should pay more attention to spoken language as it lays the foundation for written language (Strickland, Snow, Griffin, Burns & McNamara 2002:58). Hence, in phase two of the CLE programme, learners are given an opportunity to role-play and use their own language in groups. This phase comes early in the programme to allow learners to adapt and change the story so that it is contextually relevant to their situations.

#### **2.4.7 Reading for pleasure and to enhance pleasure**

For learners to become immersed in a variety of texts, they must become engaged (Cambourne 2004:27). To become engaged with texts and read for pleasure, learners need to participate actively in the event, which may involve some risk-taking. He extrapolates "being engaged" with texts to understand that learners feel they are capable of achieving the outcome. Some purpose or value is perceived by them; they are free from anxiety; and they respect, admire or trust the teacher. If teachers create these conditions in their classrooms, learners will engage with texts with a greater depth of understanding and pleasure.

Learners need opportunities to become enthusiastic about learning to read and write (Strickland, Snow, Griffin, Burns & McNamara 2002:11). This statement is evident in the research of Winburg & Botes (2005:97). They discovered that reading practices were stimulated and supported when linked to school-based activities such as outings and field

trips, which extend the classroom curriculum. They argued that it was counterproductive for teachers and librarians to select texts which they judged would be suitable for learners. Learner's own reading choices are far more powerful routes into other texts; and so they need to be empowered to "own", through making their own choices and decisions. When the researchers were able to take groups of learners on field trips, they believed their experiences exposed learners to "new horizons" and so motivated them to read more about these experiences. Subsequently an array of fiction and nonfiction texts, linked to the recent field trips, was displayed in the classroom for the learners to read and enjoy. They found that the "slow learners" were not only more attracted to the books relating to the field trips but that they spent more time being engaged in the photographs, captions, text boxes and labeled diagrams.

Affective experiences - such as engagement with a text or reading for pleasure - lead to more learner time being spent practising reading, and to greater fluency, deeper comprehension and understanding, and wider vocabulary, thereby achieving the long-term reading outcomes.

Rattanaovich (1992:35) also commented that:

rapid literacy learning occurs when students are enthusiastically and constantly engaged in purposeful activities to do with reading and writing.

She argued that CLE classroom management also presents challenges for traditional teachers who are used to the conventional classroom structures. She believes that a different kind of relationship develops between teachers and learners in CLE classrooms. It leads to optimal environments not only for expeditious, engaged learning but also reading for pleasure.

#### **2.4.8 Reading for understanding and application**

Literacy learning - which typically occurs in adolescence between the ages of 10 years and 18 years - was of critical importance as teenagers learnt to negotiate meaning and think critically about texts that related to, and could be applied to, their school and broader lives (Vacca 2004:185). He stated that the most recent research in this field is grounded in the cognition and learning paradigm in which literacy research is related to the development of schema. Learners who use prior knowledge (schemata) to construct meaning are better able to comprehend and apply their reading. Schemata reveal experiences, attitudes, values and

skills; and so it is elaborate knowledge that learners use when making sense of new positions or understandings. Schemata are engaged and activated when the text reflects the learner's knowledge base. Inferences are then made and knowledge gaps in texts are sealed. Good readers use these strategies, as well as being aware of their own metacognitive processes. They can monitor their own reading as well as regulate their own comprehension strategies.

Fischbaugh (2004:296) researched the use of high-level questioning skills with her fifth-grade learners. She believed her learners needed to be held accountable for, and to apply and transfer their learning to other subjects such as mathematics, science or social studies. She invited them to participate in literacy book talks that encouraged them to ask insightful and thought-provoking questions which would ultimately engage them in interrogating the deeper meaning of literacy texts. Although she did not have a control group in her experimental design, nevertheless, over a twelve week period, the learners showed a substantial improvement in their high-level questioning skills. She believed that the improvement was due largely to the learners both acquiring the skills to critique themselves and being able to develop questions appropriately.

Ciardiello (2004) described the critical literacy practices that informed her seventh-grade learners during a week-long interrogation and understanding of the social justice issue of civil rights. Although others may argue that these concepts are too complex and abstract, she attempted to show the association between democracy, social justice and literacy in such a way to assist her grade 7 learners to become critically competent and caring citizens and to apply this knowledge to their own lives. Her definition of critical literacy is:

a set of literacy practices and civic competencies that help the learner develop a critical awareness that texts represent particular points of view while often silencing other views. (page 138)

She believed that critical literacy practices lead to the examination by learners of subtle nuances that exist below the surface of texts, and that this process is used to raise questions about understanding despotic ideas in texts. In her research, which focused on five themes, she selected personal stories and children's picture books which set the scene: examining multiple perspectives; finding one's authentic voice; recognizing social barriers and crossing borders of separation; regaining one's identity; and listening and responding to "the call of service". After reading and briefly discussing each text relating to a theme, she applied the lessons to the learners' understanding of their own lives, both in and out of the school

environment. She approached this task by asking questions as though they had experienced times when their parents disagreed about something that involved them; or by thinking of a time when they felt excluded or not allowed to participate in something.

#### **2.4.9 Reading for reflection and analysis**

Effective constructivist classroom teachers encourage opportunities for reflection, model how reflection should take place, allow time for reflection in classroom schedules, and justify its value as a process of learning and understanding required to become an efficient reader (Cambourne 2004:32). Reflection is a language process that assists learners to explore, elucidate meaning, extend manners of thinking and refocus. All of these opportunities make explicit the learners unconscious language learning and consequently develop metacognitive awareness to gain more control over the language they use.

Writing exchanges are powerful tools for reflection and risk taking (Bloem 2004:54). By engaging in conversations with adult role models, learners enhance their learning and personal development which stimulate self-reflection. She stated that “reflection skills” offer the one activity that is often eliminated from the curriculum due to pressure from all the other reading and writing skills that demand attention. She deduced from her learners’ written exchanges that reflective teachers encouraged three important skills. Firstly, through reflecting on the context, the teacher could connect past learning to future learning for the learners. Secondly, the reflective teacher who understood Vygotsky’s zone of proximal development could scaffold, challenge and guide students to what they are capable of producing and could develop their thoughts. Thirdly, the reflective teacher named and explained the purposes for writing. She believed that teachers should offer different ways to teach and promote discussions that would benefit all learners.

Fischbaugh (2004:296) developed a set of high-level questions, the purpose of which was to gain the attention of learners and encourage them to want to read books. She believed that learners would then ask insightful, reflective and thoughtful questions. She believed that learners needed opportunities to think in diverse and complex manners through asking high-level questions. The following eight questions were asked during book talks with her fifth grade learners:

- 1) What type of personal connection did you make to the characters?
- 2) Because the book did not give a time period for the story, how did you determine it? Through clothing, language, setting, description?
- 3) If the characters were real, what would they be doing now?
- 4) People write because they have a story to tell. What do you think the author was saying?
- 5) Why did you choose that particular section of the book to read?
- 6) Are there pictures in the book that you find interesting? Why? What are they depicting?
- 7) What type of book is this? (fantasy, fiction, nonfiction)
- 8) Why should we read this book?

These high-level questions encouraged the learners to reflect on their own choices of books, to reflect on the connections they made between their lives and those in the stories, and to articulate the deeper meanings of stories. She believed that it is important for learners to recognize the quality of questions they are asking of their reading.

#### **2.4.10 Reading scaffolding techniques**

New insights were suggested by Maloch (2002:110) into the scaffolding techniques adopted by students and teachers when shifting from teacher-led to student-led discussions and discourse. She highlighted the processes, shifting roles and responsibilities that occurred during these experiences. She defined “scaffolding” as support, or language used as a pedagogical tool, when the more sophisticated other (the teacher) assisted students who were attempting tasks or a discourse which they were unable to complete on their own. Teachers used particular interactional techniques that supported students as they constructed these understandings.

Her results indicated several implications for theory and practice. Firstly, an important aspect of teacher scaffolding was the use of “*metalinguistic interventions*” - especially when ground rules of interactions were made explicit to all members of the group as the learners shifted from the traditional group format to the student-led format. The consequences of using metalinguistic interventions resulted in the students being oriented towards the combined process needed, and their roles therein. This process highlighted significant aspects of the discussion, and provided a familiar vocabulary when discussing the process. Secondly, through her use of “*metatalk*”, the teacher made the learners more aware of their own processes and discourse, and she introduced and encouraged learners to use other strategies within their present or future discussions. She also augmented their use of exploratory talk. A third result of the scaffolding process was the gradual handing over of responsibility to

students as they transitioned to a more student-led discussion format. This process occurred at multiple levels, varying between students' conversational abilities and across different strategies. Hence the teachers used scaffolding techniques that varied in response to the learners' needs.

The utilization of scaffolding in instructional conversations was described by Many (2002:404). Her results indicated that, although scaffolding may function in diverse ways and as a pedagogical tool, it continued to support learners within their zone of proximal development. Scaffolding, grounded in social constructivism and framed by planned curriculum approaches, led to support throughout discussions as spontaneous teaching moments arose. Ongoing scaffolding in classroom environments often reflected the philosophy and values of the school and teachers. Through exploring scaffolding in instructional conversations, she concluded that future researchers should continue to develop their understandings of pedagogical approaches that empower students to become more independent learners; to develop strategies for working with others; to socially construct knowledge; and to be adept at drawing on the diverse knowledge of the world around them.

At the Koori Centre, University of Sydney, Australia, a scaffolding methodology for teaching academic literacy with indigenous adults returning to formal study has been highly successful. Rose, Lui-Chivizhe, McKnight & Smith (2003:42) concurred with both of the above definitions of scaffolding but they expanded it in the context of reading and writing by stating that, during the scaffolding process, learners' literacy skills are practiced at three levels simultaneously as they:

- a) recognize, comprehend and use meanings through scaffolding;
- b) interpret meanings in terms of the academic field together with their own reflective experience; and
- c) analyse critically how authors construct meanings and to choose how to construct such meanings themselves.

Their results indicated that the reading strategies practiced in class have benefited the adult learners in their reading assignments across the curriculum. They are now able to identify key information; and they use this information in writing summaries of various genres; accordingly they have been provided with a framework for approaching reading tasks more confidently. Before the intervention, the learners were resistant to attempt to read texts. Their writing tasks have improved because they had developed the skills to organize their

writing. They were able to use the information from texts; to analyse and discuss the information; and to use it to express their own opinions. Students, who were previously reluctant to participate, were more willing to explore academic issues in both class discussions and written assignments. Clark & Graves (2005) concur with Rose, Lui-Chivizhe, McKnight & Smith (2003) by stating that, for them, “scaffolding invites students and teachers to collaborate as students become increasingly active readers and thinkers.”

Scaffolding is a technique used during every phase of the CLE literacy programme. For example, Rattanaich (1992:16) stated that in Phase 1 (Stage 1) the teacher scaffolds language in every possible way - such as by using pictures from the text, or by gesturing and using facial expressions. The teacher continually provides support to the learners in their zones of proximal development, gradually releasing responsibility to them until they are able to master the task independently.

#### **2.4.11 Reading for scanning and research**

The research of Winburg & Botes (2005:98) concluded that schools and libraries can play an important role in promoting and supporting learners’ academic development. Providing interesting and exciting outings and events - linked to various learning areas - exposed learners to new learning horizons and experiences. Such exposure, in turn, had the effect that it motivated the learners to read informational and expository texts in more detail, and it seems likely that the learners would have used the skills of scanning and research, all of which resulted in extending their knowledge base. After such events, selections of inspiring and stimulating reading texts on academic topics – and, where possible, a small collection of items such as magnifying glasses etc. - were displayed appealingly in the classroom. Learners became enthusiastic and more aware that there were texts they could access, where scanning and research skills led them to deeper understandings of the event or outing.

Fisher, Flood, Lapp & Frey (2004:13) expanded on the studies of Winburg & Botes (2005) by suggesting that their learners not only research further information in books, but also use the internet to explore and research interesting topics. Unfortunately, many developing schools in the Western Cape do not have access to computers in schools for scanning and further research.



Cambourne's (2004:26) theory of social constructivism also expanded Winburg & Botes' theory by arguing that the ends of reading instruction are determined by the means employed to teach it. For example, the experiences and contexts in which learning is embedded will be critical to each learner's understanding of, and ability to use, reading. Teachers should create learning environments that encourage engagement and immersion in texts. Active participation by the learners in the reading activity also involves some degree of risk-taking.

"High-level questioning skills" used by Fischbaugh (2004:296) prompted her fifth-grade learners to undertake research making personal connections with texts or with authors, and through which they made explicit the book's intentions. Although her learners enjoyed reading, she felt they could have asked more discerning and perceptive questions that would have stimulated learners to scan and research the literature's deeper meanings. She hoped that these skilled learners - researchers would then be able to transfer their newly acquired skills to other learning areas.

#### **2.4.12 Reading to make judgments**

Being able to make evaluations or judgments is an essential information-processing skill that students need to acquire for academic achievement (Zwiers 2004:164). In Bloom's taxonomy, the skill termed "evaluating" (judging) is the highest level of thinking. When evaluating or judging something, one develops effective values or criteria. These criteria are found in a wide variety of contexts such as: teachers, classrooms, communities, parents, geographical areas and one's own culture and background. Although these contexts differ from person to person, before evaluating or making judgments, these criteria ought to be negotiated, understood and agreed upon by everyone involved. In all facets of life, people use these skills of evaluating and judging - for example in politics, health, law, technology, sciences etc. - and in each domain there are specific criteria that may be applied. Learners ought to continue developing their evaluating and judging skills and be able to transfer them to life's wide array of contexts.

Learners are expected to arrange, categorise and present their learning at earlier and earlier ages (Palmer & Stewart 2005:427). This situation calls for research into the possibility that both expository and information texts and communication skills might be introduced into the

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curriculum at earlier ages. Non-fiction motivates and engages many learners in both critical thinking and research in pursuit of answers to questions about their world.

Comprehension is affected by the manner in which a reader's culture matches with the writer's culture; it is the transaction that occurs between a reader and a text within a sociocultural context (Pardo 2004:273). Readers are often asked to make moral judgments and evaluate texts. How they achieve these skills may depend on both their cognitive development and on the amount and depth of knowledge the readers bring to the task. It is also the teacher's role to provide important scaffolding support and a multiple strategy approach to build this crucial transaction between reader and text.

Learners and teachers are continually evaluating and making judgments on their own learning and work as they interact, discuss, reflect and transfer knowledge. When a strong sense of collaboration and collegiality exists, feedback of the learning processes is easily welcomed by all participants (Cambourne 2004:37).

## **2.5 CHAPTER SUMMARY**

This chapter has presented the theoretical and conceptual frameworks which critically informed and guided both the design and the development of the CIERTQ. The three theoretical components, which contextualized the central question of this thesis, were: the language and literacy theorists, the educational reading proponents/advocates and twelve dimensions of the pedagogical processes involved in reading. This review led to the postulation of several possible or likely core indicators of an effective teacher of reading in developing primary schools in the Western Cape.

Chapter 3 discusses the rationale for, and the construction and practical implementation of, the main research design from 1999 to 2004.

## CHAPTER 3

### RESEARCH DESIGN AND METHODOLOGY

Chapter 3 introduces and explains the nine research questions, main research design, including the selection of its literature-supported multidimensional research methods and choice of the main instrument to generate comprehensive data.

The research design has three phases of implementation, divided in their presentation between Chapter 3 and Chapter 4.

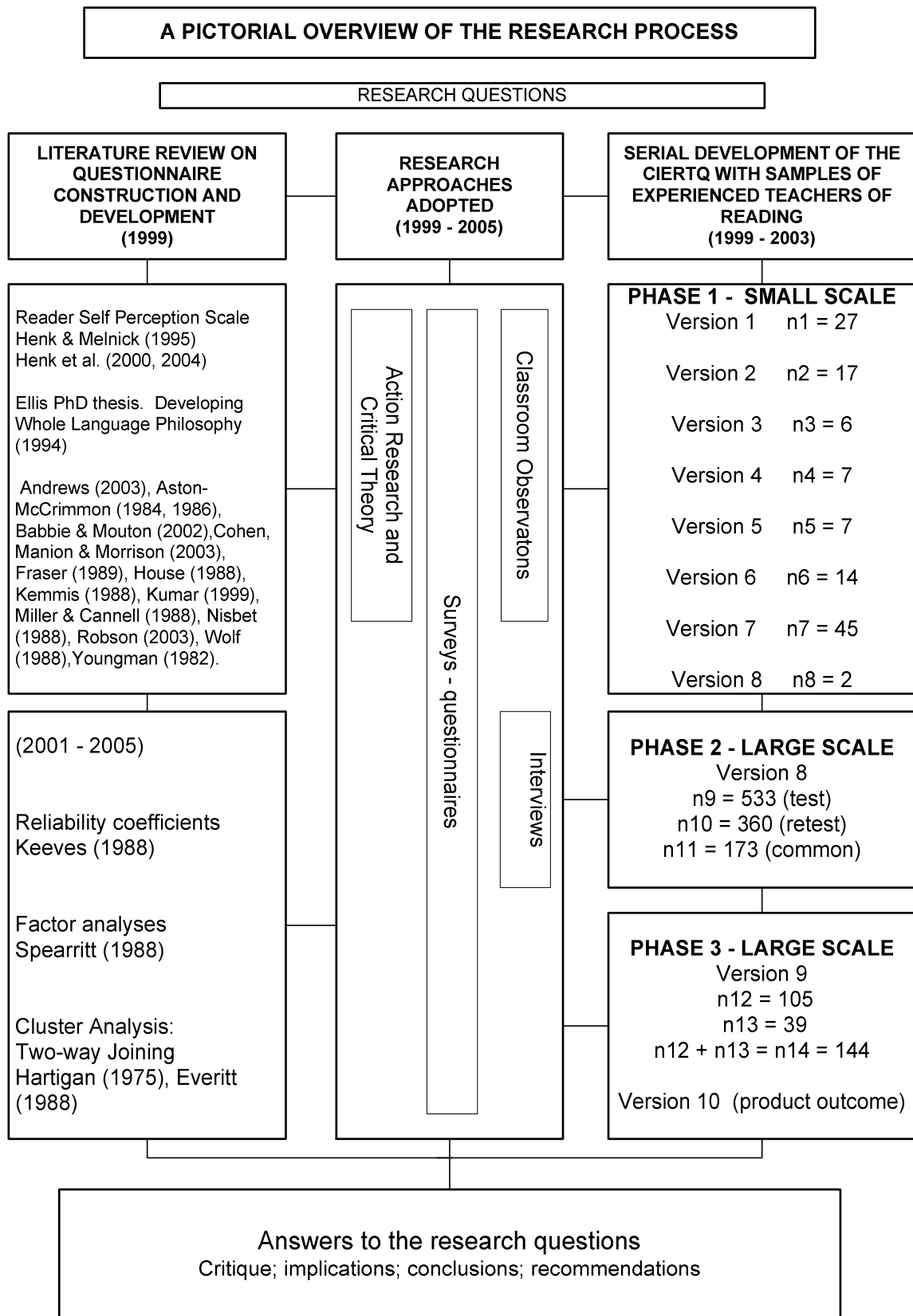
Chapter 3 is concerned chiefly with the implementation of **phase 1**. The CIERTQ (the Core Indicators of an Effective Reading Teacher Questionnaire) evolved and improved through seven different versions, as it past through successive pilot trials with seven different small-scale groups of teachers of reading, from 1999 to early in 2002. Chapter 3 ends with the formulation of version 8 of the CIERTQ, in readiness for mass data collection with two new and considerably larger participant groups of teachers of reading.

Chapter 4 describes the implementation and results of **phase 2** in which version 8 of the CIERTQ is administered to a participant group of 533 teachers of reading in February/March 2002; and subsequently re-administered to a sub-participant group of 360 teachers in August/September 2002, but with only 173 of the pre-tested teachers able to be present at both the pre and repeat-workshops. After large-scale qualitative and quantitative analysis of the generated data, in order to uncover further possible weaknesses in the design of version 8 of the CIERTQ, the outcome is a reformulated and improved form of the CIERTQ, i.e. version 9, in readiness for another large-scale trial.

Chapter 4 then proceeds to describe the implementation and findings of **phase 3**, in which version 9 of the CIERTQ is administered to a new participant group of 144 teachers of reading. After step-by-step analysis of this additional data, the outcome of **phase 3** is the formulation of an even more improved form of the CIERTQ, namely – version 10, which concludes Chapter 4.

This preliminary outline summarises the research design and methodology engaged for **phases 1, 2 and 3** of the investigation that are now explained in more detail.

**Figure 3.1** Overview of the development of the research process



### 3.1 THE RESEARCH QUESTIONS

#### The key focus question asks:

Is it possible to derive and substantiate a valid and reliable measure of the profile (or matrix) of core indicators of an efficient and effective teacher of reading (CIERTQ), as a competent professional in the classroom, in an economically developing country?

#### The investigation seeks to answer nine sub-questions in respect to procedure:

- 3.1.1 From which sources will the pedagogical and literacy items and indicators originate? (For example, will they be derived from theories of literacy learning; from government policies and/or reports; from documents supplied by reading teachers' associations; from competence profiles; from interviews with experienced teachers; from theories of classroom pedagogy, or from theories of childhood development?)
- 3.1.2 How many items (or elements) will such a well-established and refined CIERTQ profile of core indicators comprise in version 8?
- 3.1.3 Will experienced teachers of reading, drawn from more than 100 schools, tend to reach consensus on the *relative importance* of the items or elements in the profile of core indicators (when asked to rate them as either "essential", or of "high relevance", "relevant", of "some relevance", or "not relevant")? If so, which items will be selected and judged to be "of high relevance" or as "essential"?
- 3.1.4 How stable is CIERTQ version 8? (In other words if CIERTQ is re-administered to an intact participant group of 173 reading teachers, after six months, do the responses to it change significantly in any way?)
- 3.1.5 Does their perceived *importance* of the 42 items in version 8 of the CIERTQ tend to change (six months) after an intact participant group of 173 reading teachers who participated in a sustained workshop programme of CLE intervention for two full Saturdays? In other words do any of the items tend to change in importance relative to each other?

- 3.1.6** a) Does the feedback supplied by these recorded changes in perception lead to progressive *improvements* in the several dimensions of validity (content composition, clarity of content, structure and theoretical validity) in the construction of versions 9 and 10 of the CIERTQ profile of core indicators and competencies?
- b) What are the values of the reliability coefficients obtained for the CIERTQ when trialled with various large participant groups?
- c) Do the emerging clusters or themes of items become more scattered or more cohesive as the refined versions of the CIERTQ are clarified and improved?
- 3.1.7** Detailed critique by selected experts (two education officials and one lecturer) of versions 9 and 10 of the CIERTQ.

Does the final (established) version of the profile of professional competencies or core indicators withstand the critical, in-depth professional assessment of a small selection of experts (education officials and a lecturer) in reading literacy, chosen from both the developing world, the developed world and academia? If not, are there any further recommendations that the CIERTQ be appreciably modified, amended, divided or expanded still further? Do the interviewees agree with the statistical findings generated by the penultimate version of the CIERTQ?

- 3.1.8** Provisional structure and composition of version 10 of the CIERTQ with factor loadings of  $>0.50$

What will be the composition of the emerging sectors in the most improved final version of the CIERTQ?

- 3.1.9** The effectiveness of the implemented CLE literacy programme.

If during the period of study of this investigation, the participant classroom-based teachers of reading are already using the core teaching techniques identified in the CIERTQ, is there any recent supportive or collateral evidence that they are being effective in changing the literacy rate in the developing schools in South Africa?

## 3.2 RESEARCH APPROACH

This section introduces and discusses the multidimensional research approach used in this study.

### 3.2.1 Action Research

Initially, between 1999 and 2002, an action research approach was engaged. The aim of the intervention, in preliminary workshops, was to attempt to replace a traditional approach to the teaching of reading with a more desired discovery participatory approach, and to document its effects. Cohen, Manion & Morrison (2003:226) suggested that:

Action research may be used in almost any settings where a problem involving people, tasks and procedures cries out for solution, or where some change of feature results in a more desirable outcome

They defined action research as:

A small-scale intervention in the functioning of the real world and a close examination of the effects of such an intervention.

Action research can be a powerful tool to understand and interpret the teaching of reading in the primary schools being researched, with the aim to change it. Kemmis (1988:42) stated that:

Action research is a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of a) their own social or educational practices, b) their understanding of these practices, and c) the situations in which the practices are carried out.

Stenhouse (1975) suggested that action research should contribute to other teachers making their educational practice more reflective.

Action research can be undertaken by a single teacher, by a group of teachers working co-operatively in schools, by a teacher working alongside a researcher, or by participant observers or curriculum developers. During the Concentrated Language Encounter (CLE) pilot project years from 1999 to 2002, the researcher worked alongside Foundation Phase and Intermediate Phase teachers, training them during workshops on Saturdays and then visiting



teachers individually in their own classroom situations. From 2001 to 2003 the researcher trained 150 Western Cape Education Department (WCED) officials who, in turn, trained teachers in their regions throughout the Western Cape region. Because the numbers of teachers being trained were so large (by 2003, 2795 teachers were trained), classroom visitations were no longer appropriate or feasible, so teachers and trainers met during bi-annual training sessions. It was at this stage then, that the researcher began to use large-scale surveys as the preferred primary data collection method.

Cohen, Manion & Morrison (2003:30-31) stated that action research entrusts power to those who are working in those contexts, for they are both the engines of research and of practice. In this sense action research is strongly empowering and emancipatory in that it gives the participants a 'voice', and control over how they teach reading in their classes.

Cohen, Manion & Morrison (2003:235) proposed further that, in terms of method, action research could be seen as a self-reflective spiral of cycles of planning, acting, observing and reflecting. The teachers involved in the CLE pilot programme (1998 – 2001) were invited to six workshops within a fifteen-month period. During this time the researcher visited the classes every quarter to observe how the teaching of reading was being conducted. As a result of these classroom visitations, once a week over four years, the researcher reflected on the outcomes. Then she would plan and deliver the next workshops focussing on certain CLE methodologies that would attempt to address the issues in some of those reflections observed, and then visit the classes again. This cycle of professional feedback to 140 teachers of reading (35 teachers per year over a four year period), who were learning a new methodology, continued for four years.

### **3.2.2 Critical theory**

Another research methodology related to action research is critical theory. Cohen Manion & Morrison (2003:28) stated that critical theory goes beyond studying the techniques and methodologies used by the teachers in their classrooms. It considers wider issues ranging from the social and institutional contexts of teaching and learning to issues of power and control in education. It examines and interrogates the relationships between school and society, and questions whose interests are served by education and how legitimate such relationships are.

Initially the researcher chose not to become involved in these issues, although they have been prevalent in all of the schools during the last five years. Issues such as language, the introduction of OBE, background and teacher employment status (e.g. permanent versus contract staff, or teachers versus heads of department) were mentioned in the schools as a few reasons that prevented the CLE programme from being completely effective. Of the ten pilot schools, seven continued the programme to the end. The three schools that dropped out of the programme did so on account of internal managerial factors and administrative issues rather than issues caused by the literacy programme.

In March 2001, the researcher sent a copy of version 8 of the CIERTQ to Walker in Australia to critique. Some of his responses were:

We can never cover all possibilities in a survey instrument, but we need to have all the possible problems in mind.

Later in the same e-mail he mentioned that:

There appears to be multidimensionality.

With these comments in mind, the researcher decided to explore additional dimensions, other than the teaching of reading, present in teachers' lives at that particular time. Due to all the action research she had completed in the schools, many of these dimensions were well known to her. However, the seven items on which she decided to focus were: - *teacher support* issues, *parental involvement* issues, *language* issues, *OBE* issues, *issues about the learners*, *issues about the teachers* and *issues about the environment*. An additional questionnaire was drawn up and given to teachers at a CLE workshop, together with version 7a of the CIERTQ.

At the time, the researcher was focussed on teasing out the core dimensions of good teaching practice within a reading class, so she decided to leave this questionnaire on hold.

### 3.2.3 Survey research method

Although the initial aspects of this research could be aptly described as action research, the overall approach subsequently adopted to gather data more closely fitted the description of a survey. According to Cohen, Manion & Morrison (2003:169), surveys

gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events.

Rosier (1988:107) stated that the purposes of surveys are twofold:

- a) to obtain descriptive information about a target population; and
- b) to examine relationships between various factors, typically seeking to explain differences between students, on some criterion, in terms of a range of explanatory factors.

In this study involving seven schools, it was difficult to observe sufficient numbers of teachers in their classes. Hence, when the expanded programme of reading intervention began in 2001, the researcher decided to construct a literature-based questionnaire, the formative CIERTQ, to try to identify, on a larger scale, the core indicators of a proficient teacher of reading.

The prime purpose of the survey was to identify and construct core indicators of a proficient teacher of reading in an economically developing country, by means of consensus. Subsequent analysis would aim to identify subsidiary topics or sectors that related to its central purpose. Finally, specific items would be grouped or classified, after statistical analysis, into their appropriately named sectors of pedagogy.

The researcher aimed to collect data through surveys using Likert-scales in questionnaires during large-scale pre-and post-CLE workshops during 2002. The goal was to identify local regional standards against which existing pedagogical conditions could be compared. The teachers would complete a questionnaire at the beginning of their workshop early in the year; and, after a year of practising CLE in their classrooms, they would then complete a post questionnaire using the same version.

The reasons for using a Likert-based survey coupled with an open-ended response section were as follows:

- It generated data from professionals which could be analysed both qualitatively and quantitatively;
- the data provided both descriptive and explanatory information;

- it yielded scores showing the highest valued items and the items judged to be least important in the judgment of experienced, qualified teachers of reading;
- it presented information uncluttered by specific school contextual factors;
- through repeated piloting, revision and refinement of the questionnaire, an accurate gauge of core pedagogical competencies emerged;
- because there was large-scale data gathering from many grade R to 7 teachers, generalisations were made about the relative importance of individual items as well as their pedagogically classified sectors of competencies inherent in the teaching of reading;
- repeated administration of the questionnaires enabled comparisons of responses to be made over time; and finally,
- the improved questionnaire would be used in future by teachers in their classrooms as a guide for decisions on what to include in their reading lessons.

The researcher chose to use the five Likert scale categories (such as): *not relevant*, *of some relevance*, *relevant*, *of high relevance* and *essential*, as she judged that the study population would be able to express itself better in these categories. These five categories, which are three dimensional, have progressively advanced ‘weighting’ in terms of reflecting an attitude towards the items in the CIERTQ. The scores assigned to each category ranged from 0 to 4, with 4 (the highest score) reflecting the most positive and favourable attitude (Kumar 1999:129 - 130).

### **3.2.4 Thoroughness in approach**

For the research to be of practical value to the educators, and to evaluate the quality of emerging findings, it was important that the results have acceptable levels of validity and reliability. Babbie & Mouton (2002:119) stated that precision and accuracy are obviously important qualities in research measurement. Hence, reliability and validity tests were conducted repeatedly throughout the development of the CIERTQ in attempts to improve rigour.

According to Kumar (1999:140) a reliable instrument is one that is consistent and stable, and hence, predictable and accurate. The more consistent an instrument, the more stable it is.

Vithal & Jansen (2003:33) stated that reliability is about the consistency of a measure, score or rating. Kumar (1999:137) stated that validity is the ability of an instrument to measure what it is designed to measure. Vithal & Jansen (2003:32) stated that validity is the attempt to ‘check out’ the meaning and interpretation of an event.

### 3.2.5 Ethical considerations

The Concise Oxford Dictionary (in Sykes 1987:331) defined the term “ethic” as relating to morals, treating of moral questions; morally correct, honourable. Robson (2003:65) stated that ethics in research refers to rules of conduct, typically, to conformity to a code or set of principles. House (1988:185) stated that ethics are the rules or standards of right conduct or practice, especially the standards of a profession. The key themes in these three definitions are ‘principles of correct conduct’ and ‘conformity to a set of codes’.

In this research, the three stakeholders were the participants, the researcher and the funding bodies. By participating in this research, they all assisted the researcher in investigating not only the effectiveness of the literacy intervention programme but also the refinement and development of the CIERTQ.

The participants were professional teachers, students, principals, special needs personnel, subject advisors and lecturers who completed the questionnaires and who agreed to be interviewed.

Firstly, the researcher obtained written permission, in advance, from the Western Cape Education Department (WCED) to conduct this school-based research. Copies of these two letters requesting permission, and the response from the WCED are attached in Appendices 6 and 7 on pages 312 and 315. All research assistants and training teams in the seven Education Management Development Centres (EMDCs) received a copy of the WCED letter informing of this permission (Appendix 8 on page 317).

Secondly, all participants who completed the questionnaire received an explanation of the aims, purposes and intent of this research, and were promised that their responses would be dealt with confidentially, privately and anonymously. The research assistants were promised that the outcomes of this research would be fed back to them during their next training

session. They, in turn, would supply feedback to their teachers in their EMDCs. However, where the researcher should present the data at public lectures or conferences, names of the participants, and personally identifiable information, would not be available. Although all participants were invited to write their names, schools, and grades on the top of the questionnaire, they were told that this information was for management purposes only.

Thirdly, teachers involved in the pilot project were invited to participate in this research process by being interviewed in private. Some declined to participate and the researcher respected this right, while five gave their oral consent – and none was coerced into participating. The names of these interviewees have been changed for confidentiality reasons; and only initials have been used in the writing up of this thesis. Letters arranging convenient times and dates for these interviews are attached in Appendix 9 on page 319.

Various funding bodies contributed to this research but none of them had a vested interest in the research they were sponsoring. Consequently, such contribution affected neither the way the research was conducted nor the way in which the thesis was written up.

These steps helped ensure that the research adhered to and respected the principles of correct conduct and conformed strictly to the set of codes according to the Ethics Committee's code of Conduct for Researchers at the University of Cape Town. The researcher read and completed the "UCT Code for Research involving Human Subjects", and adhered to the rules throughout the research process with integrity. Everything stated in this thesis is an honest account of both the research practice and findings.

### **3.2.6 Classroom observations**

Cohen, Manion & Morrison (2003:305) stated that observations allow the researcher the opportunity to gather 'live' data from 'live' situations. It is a privilege being in a classroom, and observing what is taking place, rather than reading the information second hand from a book. Observations allow researchers to understand the context of programmes, and to see things that might otherwise have been missed. Kumar (1999:105) stated that observations are the best way to collect primary data when the researcher is more interested in the behaviour rather than the perceptions of individuals.

Classroom observations of reading teachers at work provided the researcher with opportunities to observe the physical setting, the human setting, the interactional setting and the programme setting. All four aspects were important for this thesis, as the researcher observed five teachers' classrooms while they were teaching a CLE reading lesson, for an hour each. The main aim for conducting classroom observations was an attempt to confirm the practised-based implementation of the items and sectors included in the large-scale test and retest-questionnaires of version 8.

### **3.2.7 Interviews**

According to Kumar (1999:109) and Robson (2003:267), interviewing is a commonly used method of collecting data from people. In the process of interviewing, Miller & Cannell (1988:457) pointed out that it is conceivable to believe that respondents' answers reflect the actual conditions of their lives. Asking direct questions about what is going on is a way of seeking answers to the research questions. For this study the researcher decided to use the structured interview technique. The data collected face-to-face would be used to elucidate further the details of the development of the questionnaire and not to compare data among the participants.

When using the structured interview, the researcher worked from a pre-determined set of questions with fixed wording, together with additional questions as prompts typed out in a pre-set sequence for each interview. Two sets of interviews were conducted; firstly with the pilot teachers and secondly with the literacy experts (education officials and a lecturer). These sets of questions are reproduced in Appendices 10 and 11 on pages 321 and 328.

Leading questions for the first set of interviews were structured around three themes:

- How the adoption of CLE teaching strategies had assisted or benefited the interviewees in their teaching of reading;
- How they felt about the appropriateness, relevance and pertinence of the seven sectors presented in the questionnaire CIERTQ version 8;
- The adjustments made to the items as a consequence of the factor analysis performed on the data generated by the post-questionnaire scores.

Each interview, which lasted between 35 to 50 minutes, was held at the participant's school at a convenient time.

The intention of the second set of interviews was to clarify the emergent data analysis to see whether the results concurred with the interviewees' own personal experiences in the field working in both developed and developing schools. The researcher also explored the effectiveness of the implementation of CLE in the schools from their perspective.

All interviews were taped and fully transcribed. An independent assistant read through all five transcriptions to vouch for their accuracy.

### **3.3 METHODOLOGY**

#### **3.3.1 Questionnaires**

The following discussion will explain why questionnaires were chosen as the method for generating response data over interviews and classroom observations.

Cohen, Manion & Morrison (2003:245) defined a questionnaire as:

a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse.

For this study the researcher sought to trial the improved questionnaire before and after the CLE intervention programme with a large-scale volunteer participant group scattered around an extensive geographical area of the Western Cape.

#### **a Advantages of the questionnaires over other research methods**

Questionnaires were selected as the main data-gathering instrument for this study because they have a number of advantages over other data collection methods, for the particular type of information required in this study: -



- The purpose of the questionnaire could be explained easily on the cover sheet so that the participants would know what type of actual data would be gathered from this questionnaire (Cohen, Manion & Morrison 2003:259).
- The variables of interest for which information is sought in a questionnaire could be diverse. (Wolf 1988:479).
- The nature of the variable to be studied in a questionnaire will depend on the specific hypotheses and questions to be researched (Wolf 1988:479), so questionnaires can be used to research unlimited topics.
- The researcher could limit the questions or items in a questionnaire to variables of primary interest (Wolf 1988:479). It is difficult to research all variables of interest without making the questionnaire so long that the participants would not like to complete it. Hence decisions were made about what to include and what should be left out with justification.
- Cohen, Manion & Morrison (2003:255) suggested that, to begin the process, questionnaires in the preliminary trials can be open and unstructured – the aim being to invite participants to respond professionally and freely on their own terms so they assist in improving the appropriateness of items and their wording. They stated:

It is the open-ended responses that might contain the ‘gems’ of information that otherwise might not have been caught in the questionnaire.

- Wolf (1988:480) advocated that, once the unstructured questionnaires have been piloted, the sentences can become more ordered, structured and closed - which will facilitate coding and analysis later.
- A questionnaire can be piloted and refined many times, although this process can be time consuming.
- A questionnaire usually allows participants time to give their own honest and undisturbed feedback. Kumar (1999:114) explained that:

As there is no face-to-face interaction between respondents and interviewer, this method provides greater anonymity.

- However, once the structured questionnaire is available for the participants, the mode of analysis is fairly rapid using computer-assisted analyses.
- Questionnaires enable comparisons to be made across groups.

- Kumar (1999:114) stated that using a questionnaire is less time consuming, less expensive and more convenient, and that it is a particularly inexpensive method of data collection.

**b Advantages that pertain to the current investigation**

- By using a questionnaire, open-ended questions were included at the end. Here, the researcher invited participants to respond further to the topic being researched.
- Highly personal questions were not asked with this particular topic and so it was easier for participants to be more objective in their responses (Wolf 1988:479).
- The questionnaire took approximately 20 – 30 minutes to complete, so the time required to generate and obtain large-scale data efficiently was economical. Wolf (1988:479) explained that:

experience with adults suggests that 30 minutes is the upper limit that can be expected in the way of answering time when questionnaires are administered in a group setting.

- The final questionnaire used in CIERTQ version 8 was reduced to one page of instructions and one page of questions, which would not fatigue the participants too much. Wolf (1988:479) suggested that:

answering questionnaire items requires effort. After a while, respondents will tire and this can lead to careless or inaccurate responses.

- During the administration of version 8 of the refined open questionnaire the participants were invited to give “suggested comments” and possibly supply additional information about the items. However, in two sessions, of the 533 and 360 responses that were received, not one person made comments in this section. Therefore, this section was removed from versions 9 and 10 of the CIERTQ.
- The participants were scattered over a wide geographical area (Kumar, 1999:110).
- At the conclusion of the workshops, the researcher left a copy of the CIERTQ in the classroom as a distilled summary of the likely core professional insights into the essence of being an effective reading teacher.

**c Potential disadvantages of the questionnaires over other research methods**

- Wolf (1988:479) warned that a lengthy, time-consuming questionnaire may cause a participant to cease to co-operate after a period of answering questions.
- Wolf (1988:480) advised that the wording used in an item should be clear and unambiguous to elicit the desired outcome.
- No matter how meticulous the research design is, the researcher is heavily dependent upon response rate. Therefore distribution and return arrangements become vital parts of the research design (Youngman 1982:27).

**d Disadvantages that pertain to the current investigation**

- During the trialling of version 7, many questionnaires were not completed correctly by the participants, resulting in some invalid data collection. There were 45 participants but valid data was collected from only 15 respondents.
- A questionnaire is limited in that it is difficult to investigate all possible interest areas. In this current study, the area of teaching reading is vast; yet the researcher had to reduce the sectors and items to fit on one page, and still attempt to cover the diverse aspects central to reading pedagogy.
- In this study, the questionnaire items were designed to occupy a total space of one page in order to balance response comprehensiveness against possible human fatigue.
- The researcher had to ensure that the wording of items was clear and unambiguous.
- The researcher acknowledges a weakness of the questionnaire in which most of the items are positively worded because they were measuring acceptable levels of competence. This weakness would create a small drift.

**3.3.2 Precautions taken to minimise the theoretical limitations of questionnaires**

To try to minimise the potential limitations of questionnaires:

- The CIERTQ went through seven successive revisions before it was trialled with 45 teachers in November 2001, prior to the main large-scale testing conducted in early 2002.
- Because all administrators were involved with the training sessions in their EMDCs, each with approximately seven assistants, they were responsible for allocating reserved time to complete the questionnaire on their preparation timetables for the day. This arrangement achieved a 65.2 % return rate for the questionnaires.
- The regional managers active far away from Cape Town were issued with return addressed envelopes bearing stamps. Where possible, the researcher visited the Saturday training sessions in the less remote areas. Kumar (1999:114) stated that not everyone who receives a questionnaire returns it, so there is self-selecting bias. It was true in this case and so, where possible, the researcher addressed these issues when she was present at the training sessions.
- The researcher also had experiences of teachers not fully completing the form by forgetting to attempt certain questions. Where the researcher attended the workshops she would check questionnaires for missing spaces and return them to the specific teachers to be completed.
- Another limitation was that many of the reading teachers being trained were first language IsiXhosa-speaking. Therefore it was important for the researcher and her assistants to be available in person, and to have the items explained. Discussions were allowed during the completion of the questionnaires, and was interpreted as the teachers themselves clarifying tasks and understanding what was expected of them.

### **3.4 PROCEDURE: Instrument development, sites and volunteer participant groups**

The whole investigation comprised three phases, each of which progressively examined a more refined and developed form of the questionnaire. The first phase focussed on the development, from scratch, of the CIERTQ instrument's items and sectors. This phase involved eight systematically reformulated versions of the instrument with piloted items

varying in number from 25 to 48. The second phase involved a major trial of the refined instrument in a large-scale application with pre-and repeat-tests utilising version 8 of the CIERTQ comprising 42 items. In the third phase, the outcomes of another large-scale trial - with version 9 - were examined; adjustments and amendments were made to various items according to statistical analyses; and then the final formulation of the CIERTQ (version 10) was produced. Version 10 of the CIERTQ awaits more widespread ratification in future years.

### 3.4.1 Developing a checklist of categories for the CIERTQ

This section describes the ways in which the sectors and items were grouped and named. Prior to the commencement of the formal aspects of this investigation, the researcher conducted voluntary workshops on effective reading. From 1998 she asked participants to read a passage which included pictures with an unrecognisable font. The participant teachers were invited to decode the font and attempt to read it. After completing this exercise the participant teachers of reading, with the help of the researcher, were requested to categorise the skills used to complete this exercise under four main headings: “*basic reading skills*”, “*intermediate reading skills*”, “*higher order reading skills*” and finally “*other skills we bring to our teaching*”. It was these derived skills that initially formed the majority of the items. These draft items were then matched against the South African, National Department of Education’s Benchmarks: Literacy for Grades R - 4 (1999) and both the South African Department of Education’s Foundation Phase Grades R – 3 (1997a) and the Intermediate Phase Grades 4 – 6 (1997b) policy documents to gauge their relevance, applicability and types of validity<sup>3</sup> and precision (freedom from ambiguity). The critical outcomes in the South

#### 3.1.1

<sup>3</sup> Types of validity: Le Grange and Beets (2005:115) **Content validity** – the items were based on the curriculum content (concerns the extent to which a test is representative of the domain that it is supposed to be testing.) **Construct validity** – the items were indicative of the teacher’s broader understanding of teaching of reading, (refers to the extent to which a test score measures a construct of interest such as intelligence and self-esteem. **Concurrent validity** – the responses to the items were very similar to the responses from other teachers at about the same time (concerns the extent to which the test’s results correlate with those of a different assessment task performed at the same time). **Predictive validity** – past experience indicated that teacher’s responses were indicative of the responses they might obtain on later tests (concerns the extent to which a test score correlates with some criterion measurement made in the future.) **Internal validity** – is the extent to which the effects detected in a study are truly caused by the treatment or exposure in the study sample, rather than being due to other biasing effects of extraneous variables. **Consequential validity** – Shepard (2001) stated that consequential validity should produce effects as intended. **Curriculum validity** – Killen (2003) proposed that by examining the content of the test itself and judging the degree to which it truly represents sampling of the essential materials of instruction. **Face validity** – relies upon the subjective judgment of the researcher. Le Grange and Beets (2005) stated that face validity is the member-checking and recycling of data to at least a sub-sample of respondents. **Catalytic validity** – concerns the degree to which the research process has transformative or empowering outcomes. It attempts to address both the concerns of social relevance and academic standards.

African Department of Education's Foundation Phase Grades R – 3 (1997a) policy document, as described in Appendix 12 on page 330, were kept in mind when developing the items.

After the items had been accepted and pooled for preliminary grouping, the sectors had to be appropriately named. The South African Western Cape Education Department's Foundation Phase Draft Policy Document: Literacy, Numeracy, Life Skills (1997) and the <sup>4</sup>South African National Department of Education's Benchmarks: Literacy for Grades R - 4 (1999) identified the following five learning outcomes for literacy: **Listening and viewing; Speaking; Writing; Reading; and Phonics and Spelling**. However, later in the RNCS (2002b:6) Home Language policy document, the following six learning outcomes are specified: **Listening; Speaking; Reading and viewing; Writing; Thinking and Reasoning; and Language Structure and Use**. At the time of developing the CIERTQ from 1998 to 2001, however, these more recently published outcomes were not available.

The researcher decided to postulate the existence of seven identifiable modes of assembling the items into coherent sectors. She did so after consulting the South African Western Cape Education Department's Foundation Phase Draft Policy Document (1997), and the twelve critical outcomes set out in this document, conducting interviews with colleagues, studying current theory and in accordance with her own knowledge in the field. She devised and categorised the following provisional groups of seven sectors: *Reading for meaning; Reading to communicate; Reading to learn; Reading for critical thinking; Reading to be sociable; Reading for pleasure; and Reading skills development*.

Early in 2002, during interviews with the five pilot teachers, the latter made the following remarks and general comments about all seven provisionally labelled sectors:

*Reading for meaning:*

LP:                   “*Reading for meaning and critical thinking*, - those two go together for me and to have those two coupled with especially this one: *Pleasure*. Once the pleasure is there you find that reading doesn't become a chore anymore and that is why I feel that the children have improved their reading, because they are enjoying it now.”

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### 3.1.2

<sup>4</sup> The South African National Department of Education, Benchmark: Literacy for Grades R – 4 (1999) will be referred to regularly throughout the study. From here onwards the researcher will use the term Benchmark: Literacy for Grades R – 4 (1999) only.

MI: “I think with our Basal readers our children read because that is what we expected them to do. We had your bright little girl or boy that stood up and could read. They read with a lot of expression, they knew the words; they knew that we called them a name and we said they were a very good reader. But did the child understand what they read? Was there meaning to what he read?”

MI: “Because there he definitely needs to read for understanding. He couldn’t only just read when he studies, he had to know what this is all about.”

OM: “Meaning – pictures those pictures, they develop cognitive skills in the child so that the child can read with meaning. So I think these are appropriate to the child and to reading.”

CB: “I would say reading for meaning is important because what if the child gets to the higher standards where he must fill in a comprehension, or he must read maybe because maybe his history is pap. He needs to understand what he is reading in order for him to answer questions, so reading for meaning is important.”

#### *Reading for communication:*

OM: “So you read for communication so the children will know what is happening in the world. By taking a magazine, by taking a picture in the shop, like Cape Times and so on, the child will be able to read and say “Okay this is happening in our country.” That is communication.”

CB: “Reading for communication – communication reading is important because not only when you read you broaden you own vocabulary, your spoken vocabulary but you seek to communicate with other people.”

#### *Reading to learn:*

OM: “Now they are reading so that they can learn other subjects as well, like History, because if a child cannot read it will be difficult for the child in the late stage when they are in Grade 7 to read History and other learning areas. So reading yes, we read for learning.”

#### *Reading for critical thinking:*

CB: “And critical thinking, ja a child can explore certain things what he reads, and save on learning. If he reads something and then he can analyse it in a situation. So he is reading A, he’s reading B and he’s reading C so he can say but it needs to be because this, that and the other. I would say he could have predicted it because I like A best because A has got this, that and that. That goes down to critical thinking the child can play it off against each other.”

*Reading to be sociable:*

MI: “And socially here it says, listening, taking turns and listening. I think that is a skill that we never even thought of before. That we need to listen to people because in our adult life we find that people can’t listen for a period of time.”

CB: “I would say, socially, children go into the library together sitting in the library or you read a book. I read a book, my whole class come together and I tell you about what I read. I mustn’t be shy because now the book that I read is actually giving you power and its giving you knowledge so now I can share with you, I can talk, I am not just sitting there with my mouth looking at my friend.”

*Reading for pleasure:*

MI: “I think really that should be everybody should read for pleasure. Because with our generation of parents whose children are going through our hands now, they are definitely not readers.”

LP: “Once pleasure is there you find that reading doesn’t become a chore anymore and this is why I feel that the children have improved in their reading, because they are enjoying it now.”

OM: “Yes. Because reading is an escape, they read for pleasure. When you have nothing to do and you are just at home by yourself to take a book and read.”

CB: “Pleasure because if you know what you are reading then you can get pleasure out of what you have been reading.”

CB: “So all in all I would come together as reading for pleasure – I am a big reader for pleasure. A person must be able to use reading to have a means to relax.”

*Reading skills development:*

LP: “I think CLE has taken a lot of focus off the cementing, it’s actually enjoying the language yet still defines the fundamental need of the entire reading process.”

MI: “The skills, yes, the child needs to be taught these skills.”

CB: “Definitely because reading skills is skimming and scanning and all that. And with reading, you use readers they also need to have the skills for reading, so this is also important. They can’t just sit there and say “bla, bla, bla” you need to practice and do skills.”



*General comments about the sectors:*

The researcher asked them if they had a choice concerning which sectors they would use and why, and which would they discard and why? (In their responses many of the participants referred to the sectors interchangeably with CLE as apposed to the Assessment Standards in the current RNCS document.)

- MI: “If I must compare (using those of the RNCS and the CLE sectors) then I find that this (sectors in the questionnaire) is what reading is all about and what the whole language encounter is all about.”
- MI: “I would not discard any of them.”
- MI: “Yes nice. I think all those areas are nice.”
- LP: “I would therefore opt for the CLE (sectors) because practically I have seen vast improvements.”
- OM: “So I think I would go more for these in CLE (sectors). Especially when they talk about social, pleasure because our children need that. CLE develops the child to like reading so that, when we go to our libraries, you see them there looking for something to read in their pleasure times, spare time to read for pleasure. So I think if you can stick to these headings and go with them I think we will improve reading in our country.”
- TN: “I will choose these. The reason I say, if a child reads with meaning and understanding, communication and learning that child will be covering those but even more better. Because in communication the learner doesn’t only speak but he also has to able to listen to others, to think critically, to reason, because when you are communicating effectively you have to have all those skills. So if you are teaching communication skills then you are even teaching more than just speaking skills. So I think I would prefer this.”
- CB: “I would say you cannot leave any out. I would use all of them with one of those (from RNCS) because as I said speaking goes with communication, reading in itself is reading – these are components of reading that we are talking about. ”

**3.4.2 The large-scale administration of the questionnaire (CIERTQ versions 8 and 9)**

Kumar (1999:113) stated that:

one of the best ways of administering a questionnaire is to obtain a captive audience such as students in a classroom, people attending a function, participants of a programme or people assembled.

During the training sessions in 2002 (early and middle of the year) where the researcher trained 50 management staff for two days each, she used this time to train the administrators

of the CIERTQ (version 8) which had been translated into two other local languages – Afrikaans and IsiXhosa (Appendix 5 version 8 on pages 303 to 309). Although the CIERTQ was available in the two languages, from her previous experience with the teachers involved in this CLE programme, she knew that the IsiXhosa teachers preferred to work with the English version.

The purpose of the CIERTQ, and the relevance and importance of the study were explained to the administrators and clarified, and they were allowed time to ask questions. The correct numbers of questionnaires in each language, plus a few extras, were given to each administrator.

Where possible the researcher attended the training sessions conducted at seven centres by the management staff within a radius of 84 km of Cape Town, to collect the questionnaires and to see that they were completed correctly.

### **3.4.3 Enhancing and increasing the validity and reliability in the CIERTQ**

To improve the content validity of the instrument, versions 3, 4, 5 and 6 were given to professional teachers, Foundation Phase teachers, special needs specialists, subject advisors, principals, lecturers – both present and retired, staff with PhDs, novice lecturers and final year teacher training students. They were requested to verify whether the wording and general layouts of the CIERTQ were in accordance with the Benchmarks: Literacy for Grades R – 4 (1999). These professional assessments helped to gauge and evaluate the content, construct and face validities of the proposed items.

As part of the CLE programme workshop that piloted the application of version 7 of the CIERTQ (comprising 42 items), Cronbach alpha reliability coefficients were obtained for the scores generated by a volunteer participant group of  $n = 15$  teachers of reading. The overall reliability was  $\alpha = 0.85$ .

The updated version 8 of the CIERTQ was then translated into Afrikaans and IsiXhosa, and also back-translated by two language specialists for each language, checking for accuracy and linguistic consistency.

### **3.4.4 Evolution of the CIERTQ from 1999 to 2004**

Various forms of the content of the questionnaire, with components ranging from 31 to 42 items, were developed through three phases. Phase 1, commencing in 1999, will now be briefly explored and discussed.

#### **Phase 1 The first eight drafts of the CIERTQ 1999 - 2001**

Copies of the eight successive versions of the CIERTQ are reproduced in Appendix 5 from pages 276 to 310.

Table 3.1 on page 107 gives an overview and critique of the first phase drafts of the CIERTQ

**Table 3.1** An overview and critique of the first phase drafts of the CIERTQ

Date	Size of participant group	Adult participants in the trials	Components of the questionnaire in its progressive phases of revision	All comments pertaining to the rationale, procedure, findings and suggestions
20.11.1999	n <sub>1</sub> = 27	Teachers of grades 2 and 3	Version 1: There were four sectors comprising a total of 31 items on a 2-point ( <i>yes/no</i> ) scale.  (One double page.)	<ul style="list-style-type: none"> <li>• Designed to identify what reading skills were prevalent in educators' pedagogical approaches of the teaching of reading.</li> <li>• It was deduced that teachers were using a more word-centered than a meaning-centered approach to the teaching of reading.</li> </ul>
22.02.2000	n <sub>2</sub> = 17	Teachers of grade 3	Version 2: There were five sectors comprising 25 items on a 5- point scale ranging from 1 ( <i>strongly disagree</i> ) to 5 ( <i>strongly agree</i> ).  (One single page.)	<ul style="list-style-type: none"> <li>• This version examined how teachers adapt to change.</li> <li>• The researcher decided to discard this study as a side issue and focus on core indicators of proficient teachers or reading.</li> </ul>
17.11.2000	n <sub>3</sub> = 6	Foundation Phase teachers; subject advisors; special needs specialists	Version 3: There were seven sectors comprising 40 items. A 2-point ( <i>yes/no</i> ) scale was used.  (One double page.)	<ul style="list-style-type: none"> <li>• Designed to investigate more closely the skills used by teachers when teaching a reading lesson.</li> <li>• There was general agreement with the sectors and their items.</li> <li>• Language and sentence structure were critiqued and adjusted.</li> <li>• General agreement was obtained that the presented skills are generic across grades 1 – 7.</li> </ul>
25.11.2000	n <sub>4</sub> = 7	Foundation Phase teachers and principals	Version 4: There were seven sectors comprising 41 items on a 5 point scale ranging from 1 ( <i>irrelevant item</i> ) to 5 ( <i>essential item</i> ).  (Four single pages.)	<ul style="list-style-type: none"> <li>• The revised questionnaire was given to teachers and principals to critique procedures not just findings.</li> <li>• The wording was critiqued and adjusted.</li> <li>• Additional items were suggested for some sectors.</li> <li>• One lady commented that the IsiXhosa teachers would have difficulty with the terminology.</li> <li>• She also mentioned that many of the IsiXhosa teachers themselves do not read.</li> </ul>

Date	Size of participant group	Adult participants in the trials	Components of the questionnaire in its progressive phases of revision	All comments pertaining to the rationale, procedure, findings and suggestions
8.12.2000	n <sub>5</sub> = 7	Lecturers – ranging from present and retired staff – with PhDs to beginner lecturers	Version 5: There were seven sectors comprising 44 items on a 5- point scale ranging from 1 ( <i>irrelevant item</i> ) to 5 ( <i>essential item</i> ).  (Five single pages.)	<ul style="list-style-type: none"> <li>• The reliability and validity of the questionnaire would need to be established.</li> <li>• OBE terminology should be used.</li> <li>• All items within each sector should be numbered.</li> <li>• The items would reflect the skills described in the Benchmarks for Literary Document (1999).</li> <li>• The instruction sheet should be revised and made simpler.</li> </ul>
14.03.2001	n <sub>6</sub> = 14	Fourth year college students	Version 6: There were seven sectors comprising 48 items on a 6- point scale ranging from 0 ( <i>no idea</i> ) to 5 ( <i>essential</i> ).  (Three double pages.)	<ul style="list-style-type: none"> <li>• The students said they felt the questionnaire was interesting to complete.</li> <li>• They understood the terminology.</li> <li>• They realised that, to be a proficient teacher of reading, all 5s would need to be circled on the CIERTQ.</li> </ul>
10.11.2001	n <sub>7</sub> = 45	Teachers of grades 6 and 7	Version 7: There were seven sectors comprising 42 items on a 6 point scale ranging from 0 ( <i>no idea</i> ) to 5 ( <i>essential</i> ).  (One single page.)	<ul style="list-style-type: none"> <li>• Cronbach alpha reliability coefficients were obtained <math>\alpha = 0.85</math> (n = 15).</li> <li>• Teachers were not consistent about completing the questionnaire.</li> <li>• The researcher realised she would have to emphasise this situation to her research assistants.</li> </ul>
28.01.2002	n <sub>8</sub> = 2	An Afrikaans and an IsiXhosa translator	Version 8: The questionnaire was back translated into English to establish accuracy.  (One double page.)	

### 3.4.5 Piloting the instrument

Between 1999 and 2001 eight different versions or modifications of the full-length questionnaire were critiqued by tendering them for evaluation or ratification to reading professionals both in and retired from teacher training. Other critical professionals interviewed included current Foundation and Intermediate Phase (grades R to 6) teachers, fourth year students at a teacher training institution, education officials in reading and writing in governmental positions, and people who had no knowledge of teaching reading and writing. Therefore the development and clarification of the questionnaire was a planned, systematic and professional process of progressive clarification and acceptance through seven phases as summarised in Table 3.1 on page 107.

Initially, 31 items were drafted, developed and modified as teacher-approved outcomes of the CIERTQ, in 1999. These provisional items were derived during numerous teacher-based workshops where the author was introducing the CLE literacy programme to current Foundation Phase teachers. Using open-ended surveys, the researcher recorded, in trials and workshops, hundreds of teachers' reported experiences of successfully implementing and improving the performance of teaching reading skills. The purpose of the first pilot study in **phase 1** was to develop, trial, refine, confirm, adjust or improve the conception and validity of 31 postulated items included in versions 1 – 8 of the administered questionnaire.

Both Henk & Melnick's Reader Self-Perception Scale (1995) format and items recorded in the PhD thesis of Ellis (1994) were utilized in pilot study versions 1 and 2, but were subsequently discarded. The researcher rejected the presented formats. Henk & Melnick's (1995:476) Reader Self-Perception Scale format was borrowed, with permission, for version 1, but the items were adjusted for teachers to complete, and only a two-point scale (yes/no) answer linked to basic, intermediate, higher order reading skills and other reading skills that are applied to our reading was used. However, in version 2, the researcher decided to drop the answers linked to "basic, intermediate and higher order" reading skills and use a five-point scale. Version 3 was adapted to use broader themes such as "reading for meaning" and "reading for communication" and went back to using the two-point scale (yes/no). Ellis (1994:80) discussed questions generated by teachers as to what they wanted to gain from the workshops, but these items were discarded as more detail into the techniques of reading was needed in the current context.

In 2000, for pilot trial version 3, the author then chose to construct the format and layout technique of the questionnaire by adopting Fraser's (1989) established presentation style and system for presenting classroom environment questionnaires. However, in a major departure from Fraser's area of interest, the new focus was now on assessing and improving the classroom pedagogy required particularly for teaching and learning core **reading skills**. This scheme had never been done before. The researcher proceeded to adapt Fraser's format of presentation by using seven major types of classificatory themes or headings for grouping questionnaire items into batches of seven. Then four major headings were selected for incorporating 31 other items relevant to the teaching of reading, each under its own heading. Fraser described his system of major headings or classifications as **dimensions** (which indicate the groupings of main themes); then **sectors** (which indicate the main concepts within the themes); and, finally, the smallest components within each sector were termed **items**. This terminology and scheme will be adhered to in the rest of this thesis. Nevertheless, in the current study, the procedure for data production and analysis has been different from that used by Fraser.

### 3.4.6 Preliminary findings

In the workshops, four literacy issues recurred both qualitatively and quantitatively throughout the seven trials up to the end of 2001; and some minor issues also became evident. Three educational issues in literacy emerged and these focused on clarifying the structural parameters in the CIERTQ itself, as a research instrument for producing data. These surfacing trends may be classified as **technical, organizational, and scoring** issues. A fourth issue emerging during the interviews raised a concern regarding the personal **support** needs for teachers of literacy. According to the initial suggestions, comments and reviews of the participant teachers in the first seven trials will be explained now in more detail.

**a** The important or necessary recommendations of a **technical** nature were:

- All CIERTQ items reflected the new governmental benchmarks as stated in the *Benchmarks: Literacy for Grades R – 4* document (1999) and reiterated subsequently in the *RNCS* (2002b) Home Language policy document. In other words, all the items reflected the environment of an OBE reading classroom.
- All CIERTQ items indicated typical reading skills generic to grades 1 to 7.

- 
- Not only was the wording of items appropriate; their expression was also unambiguous, unbiased, simple and clear in meaning, with no redundancies, no spelling errors and with correct tenses.
  - According to one reviewer, the reliability of the trialled questionnaire drafts would also need to be established before the development of the CIERTQ went into **phase 2**.
  - Several reviewers suggested that the questionnaire be translated into the three languages spoken in the Western Cape.
- b** **Organizational** suggestions implemented with the programme included the following critical recommended requirements:
- The instruction page of the CIERTQ had to be clearer, have simple language, be bold and include an example of how to complete the form.
  - The recommended presentation format of the questionnaire changed repeatedly throughout all seven trials (e.g. changes occurred in the use of printed boxes around items; use of italics for emphasis; use of spacing, improved font size, etc.).
  - Seven categories of descriptors were recommended, developed and classified by teacher agreement, and items were grouped accordingly by consensus within each category.
  - Seven drafted pages were reduced in essence to two streamlined pages for the recommended presentation of the final version of the CIERTQ.
  - By the end of the third trial, seven rearranged and suggested sectors had emerged, and these were named provisionally as follows: *reading for meaning, reading to communicate, reading to learn, reading to become a critical thinker, reading to be sociable, reading for pleasure, and reading skills development*.
  - The existence of varying numbers of items within each sector was accepted throughout all the trials and, conveniently, each category finally ended up with six definitive items.



**c Scoring improvements:**

- According to several respondents, the scoring system would have to be effective, clear, unambiguous and simple.
- The scoring system was developed initially from a two-point scale (yes/no) to a recommended five-point scale for the final draft with scores ranging from 0 (*no idea*) to 4 (*essential*), after Fraser (1989).

**d Recommendations for institutional support:**

- Teachers were adamant that they needed support when implementing or attempting a new methodology for the teaching of reading. This support could be given as in-service training by means of workshops; and it would also be vital for all teachers to meet at least once every quarter during the training process.

By November 2001, values of Cronbach alpha reliability coefficients for the seven desired features of version 7 of the CIERTQ, comprising 42 items, had been derived. To obtain these coefficients, the scores of a convenient sub-participant group of 45 trained teachers were used (although only 15 supplied intact data). The seven Cronbach alpha coefficients obtained were:  $\alpha = 0.67$  for *reading for meaning* (6 items),  $\alpha = 0.85$  for *reading to communicate* (six items),  $\alpha = 0.86$  for *reading to learn* (six items),  $\alpha = 0.79$  for *reading to develop critical thinkers* (six items),  $\alpha = 0.70$  for *reading to be sociable* (six items),  $\alpha = 0.75$  for *reading for pleasure* (six items), and  $\alpha = 0.80$  for *reading to develop skills* (six items).

Thus, for this particular convenient participant group, version 7 of the comprehensive questionnaire had satisfactory reliabilities for the seven inclusive categories. At this stage the wording of the six items in each sector still remained incompletely refined with regard to expression, wording etc., pending a later more detailed and comprehensive statistical analysis of each item's individual scores later.

Thus, by the end of **phase 1** of the pilot study, the sectors of re-grouped items began to emerge with a better systemic framework for the questionnaire in a re-arranged form of the CIERTQ - one which was more logical, defensible and clear, as shown in Table 3.2 on page 114. The qualitative and quantitative data complimented and supported each other in ways

that gave thrust to the unfolding of the next phase of development of the CIERTQ, as summarised in Table 3.3 on page 115.

**Table 3.2** Phase 1 of the development of the *sectors* and *items* of the CIERTQ (versions 1 to 7)

Version 1 Sectors	Items	Version 2 Sectors	Items	Version 3 Sectors	Items	Version 4 Sectors	Items	Version 5 Sectors	Items	Version 6 Sectors	Items	Version 7a Sectors	Items
Basic Reading Skills	8	Dissatisfaction	5	Reading for meaning	6	Reading for meaning	7	Reading for meaning	6	Reading for meaning	6	Reading for meaning	6
Intermediate Reading Skills	8	Vision	5	Reading to communicate	6	Reading to communicate	5	Reading to communicate	6	Reading to communicate	6	Reading to communicate	6
Higher Order Reading Skills	8	Self Confidence	5	Reading to learn	6	Reading to learn	6	Reading to learn	6	Reading to learn	6	Reading to learn	6
Other reading Skills	7	Support	7	Reading to solve problems	6	Reading to solve problems	6	Solving problems in your particular Phase	5	Solve reading problems in your Departmental Phase	5	Reading to become a critical thinker	6
		Success	3	Reading to be sociable	6	Reading to be sociable	6	Reading to be sociable	5	Reading to be sociable	10	Reading to be sociable	6
				Reading for pleasure	3	Reading for pleasure	3	Reading for pleasure	4	Reading for pleasure	5	Reading for pleasure	6
				Reading skills development	7	Reading skills development	8	The development of reading skills	9	The development of reading skills	10	Reading to develop skills	6
<b>TOTAL:</b>	<b>31</b>		<b>25</b>		<b>40</b>		<b>41</b>		<b>44</b>		<b>42</b>		<b>42</b>

**Table 3.3** An overview and critique of the second phase drafts of the CIERTQ (version 8)

Date	Size of participant group	Adult participants in the trials	Components of the questionnaire in its progressive phases of revision	Comments regarding the procedure, findings and suggestions
February/ March 2002	n <sub>9</sub> = 533	Teachers of grades R to7, including special needs personnel and principals.  343 teachers completed English questionnaires 190 teachers completed Afrikaans questionnaires.	Version 8:  There were seven sectors comprising 42 items on a 5-point scale ranging from 0 ( <i>no idea</i> ) to 4 ( <i>essential</i> ).  (One double page.)	Administration of CIERTQ as a pre-questionnaire: <ul style="list-style-type: none"> <li>• Teachers were invited to attend a CLE workshop on a Saturday for the whole day (seven hours).</li> <li>• They were asked to complete the questionnaire at the beginning of their workshop.</li> <li>• A tree diagram of the results was completed – Figure 4.1</li> </ul> Percentages were obtained for each item.
August/ September 2002	n <sub>10</sub> = 360	208 teachers completed English questionnaires and 152 teachers completed Afrikaans questionnaires.		Administration of CIERTQ version 8 as a repeat - questionnaire: <ul style="list-style-type: none"> <li>• These teachers had experienced one training session and were asked to use CLE in their classes for the past six months.</li> <li>• They attended a second Saturday workshop at the end of the year, which also lasted seven hours.</li> <li>• They were asked to complete the questionnaire at the end of the workshop.</li> <li>• A tree diagram was completed on the results – Figure 4.2.</li> <li>• A factor analysis was completed.</li> <li>• Five teachers from the pilot school programme were interviewed.</li> </ul>

### **3.4.7 Phase 2 Implementation of versions 8 and 9 of the CIERTQ in large-scale trials in 2002**

Early in 2002, the researcher trained 49 officials from the WCED for two days, together with seven representatives from each Educational Management Development Centre (EMDC) in CLE Stage 1 and Stage 2. The purpose of this training was to enable the teams of representatives from each EMDC to return to their districts to train their own teachers in their schools early in the year and again later in the same year. This arrangement would be used by the researcher to produce pre-intervention data and repeat-intervention CIERTQ data from more than 500 teachers who had been exposed to CLE and who had a year within which to utilize and become accustomed to working with the CLE methodology. At the end of the year, the same teachers would be invited to complete the questionnaire again.

These management teams then trained their teachers for an entire Saturday, during February/March 2002, and they also asked the participants to complete the pre-questionnaire, version 8 of the CIERTQ. A total of 533 participants - including principals, teachers, and Specialized Learner and Educator Support (SLES) personnel from grades R to 7 - completed the pre-questionnaire comprising 42 items. There were 139 schools involved across all seven EMDCs in the Western Cape.

The detailed results and findings of **phase 2** are presented separately in Chapter 4.

### **3.4.8 Selection of the schools for Phases 1, 2 and 3**

The research for this thesis was built on the established foundation of an existing long-running project, the CLE programme, which was already established and operating in partnership with the Western Cape Education Department and Rotary International.

During the pilot project (1998 to 2001), the researcher, and a colleague who worked in the WCED as a special needs official, selected and invited ten experimental schools to be part of this pilot project. Later, however, three of these ten schools were subsequently dropped from the project, mainly due to managerial and administrative problems.

When the expansion programme began in 2001, the WCED officials determined the selection and participation of the schools. Donald, Condy & Forrester (2003:486) noted the fact that the CLE programme had been accepted and supported by the local education authorities, and that such acceptance and support was crucially important for the sustainability and credibility of the programme. Walker, Rattanavich & Oller (1992:102) reported that the Thailand programme had become more integrated into the Ministry of Education; and the Provincial Offices of Education in Thailand were able to work more autonomously because they now had competent regional teacher trainers.

Therefore, the selection of schools and teachers to be trained in Cape Town was left to the decision of the WCED. Ultimately it became the decision of the EMDCs to choose the neediest schools in their regions. However, from Rotary International's perspective, there were a few additional criteria for the school selection, as stated by Donald, Condy & Forrester (2003:486), namely:

- Schools in communities that experienced extreme poverty, high rates of unemployment, and poor public services (such as libraries) were prioritised. These characteristics are associated with high adult illiteracy and, therefore, often low levels of parental involvement in school programmes and parents' feelings of inadequacy in relation to the literacy development of their children.
- Generally under-resourced schools were selected: the consequences of such selection were insufficient classrooms, usually no library facilities, inadequate classroom and learning materials, and teacher-learner ratios often as high as 1:60 in both the Foundation and Intermediate Phase of the schools.
- Schools characterised by under-qualified teachers, a lack of informed literacy teaching skills and inadequate support services were chosen. Together with the other disadvantages, these conditions frequently result in low teacher morale and poor motivation.

The combination of all these factors resulted in generally low standards of scholastic progress in schools, high failure and attrition rates, and inadequate development of literacy in the learners concerned.

However, the EMDCs were also cautioned not to select unreliable schools where they knew poor managerial and administrative problems existed.

### 3.4.9 Selection of participants for Phases 1, 2 and 3

Walker & Rattanavich (1992:98) stated that, for a literacy programme of this size to become sustainable, the new programme and methodology would have to be disseminated at all levels in the education structure; from officials in the central office of education to individual teachers in the schools. During the years 1998 to 2003, the researcher trained volunteer participant groups of students, teachers, education officials, management teams and psychologists working in the EMDCs; in other words staff had been trained at all levels of the education structure in the Western Cape.

During the **phase 1** pilot programme years the teacher training sessions were as follows:

- 1998 – all Grade 1 teachers from the pilot schools (n = 35 teachers)
- 1999 – all Grade 2 teachers from the pilot schools (n = 35 teachers )
- 2000 – all Grade 3 teachers from the pilot schools (n = 35 teachers )
- 2001 – all Grade 4 and 5 teachers from the pilot schools (n = 40 teachers)
- 2002 – all Grade 6 and 7 teachers from the pilot schools (n = 40 teachers)

With special reference to **phase 2**, Table 3.3 on page 115 has summarised the training schedule and numbers for the CLE expansion project, which specifies where the research for this thesis was based for version 8 of the development of the CIERTQ. Rotary International gave the five-year schedule to administrators of the WCED, for them to make the appropriate decision on which schools to choose for the programme. The assumption was made that all teachers in the schools chosen by administrators of the EMDCs would be part of officially sanctioned training, so they would participate in completing the questionnaire as part of their in-service coursework and professional development as indicated in Table 3.4 on page 120. During early 2002, the questionnaire was given to 533 teachers, and the same questionnaire (re-test) was given six months later to 360 teachers of which 173 teachers completed both the first and second questionnaire.

Table 3.4 on page 120 describes Rotary International's training session for the five year progressive CLE literacy programme. The numbers represent the number of teachers who

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were trained in each session. The colours represent the new schools introduced to the training in each of the seven regional areas.

Year 1: 2001	Brown:	Grades 1 to 3 teachers were trained.
Year 2: 2002	Brown:	Grades 4 and 5 teachers were trained from the same schools.
	Green:	Grades 1 to 3 new teachers were trained.
Year 3: 2003	Brown:	Grades 6 and 7 teachers were trained from the same schools.
	Green:	Grades 4 and 5 teachers were trained from the same schools.
	Pink:	Grades 1 to 3 new teachers were trained.
Year 4: 2004	Brown:	All teachers have been trained in these schools.
	Green:	Grades 6 and 7 teachers were trained from the same schools.
	Pink:	Grades 4 and 5 teachers were trained from the same schools.
	Blue:	Grades 1 to 3 new teachers were trained.
Year 5: 2005	Pink:	Grades 6 and 7 teachers were trained from the same schools.
	Blue:	Grades 4 and 5 teachers were trained from the same schools.
	Orange:	Grades 1 to 3 new teachers were trained from new schools.



**Table 3.4** An indication of the five year plan for training teachers in CLE in the Western Cape

Numbers of Teachers/Classrooms Planned in the Budget																																																															
Year 1: 2001				Year 2: 2002							Year 3: 2003							Year 4: 2004							Year 5: 2005																																						
District				District							District							District							District																																						
S	W	O	K	S	N	E	C	W	O	K	S	N	E	C	W	O	K	S	N	E	C	W	O	K	S	N	E	C	W	O	K																																
15	15	15	15	8	8	8	8	10	10	10	8	8	8	8	10	10	10	8	8	8	8	10	10	10	8	8	8	8	10	10	10	8	8	8	8	10	10	10																									
0	0	0	0	15	10	10	10	15	15	15	23	18	18	18	25	25	25	31	26	26	26	35	35	35	39	34	34	34	45	45	45	39	34	34	34	45	45	45																									
35	35	35	35	25	25	25	25	25	25	25	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35																									
35	35	35	35	25	25	25	25	25	25	25	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35																									
35	35	35	35	25	25	25	25	25	25	25	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35																									
105	105	105	105	75	75	75	75	75	75	75	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105																									
-	-	-	-	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20																									
-	-	-	-	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20																									
-	-	-	-	-	-	-	-	-	-	-	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15																									
-	-	-	-	-	-	-	-	-	-	-	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15																									
105	105	105	105	115	115	115	115	115	115	115	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175																									
			420							805							1225							1225								1225																															
<b>Total number of schools</b>	<b>60</b>	<b>Total number of schools</b>							<b>152</b>	<b>Total number of schools</b>							<b>214</b>	<b>Total number of schools</b>							<b>276</b>	<b>Total number of schools</b>							<b>338</b>																														
New schools	60	New schools							62	New schools							62	New schools							62	New schools							62																														
New classrooms	420	New classrooms							525	New classrooms							735	New classrooms							735	New classrooms							735																														
Tot.Stge 1	420	Total Stage 1							525	Total Stage 1							735	Total Stage 1							735	Total Stage 1							735																														
Tot.Stge 2	0	Total Stage 2							280	Total Stage 2							490	Total Stage 2							490	Total Stage 2							490																														
Children will receive CLE training if there are 50 learners per class, on average.																																																	Total of all new classrooms impacted =							3150							
This is based on the number of new classrooms																																																								Total of all classrooms impacted =							4900
All figures above are budget figures and actual numbers will differ.																																																	Total of all schools worked in =							308							

Finally, in **phase 2**, two groups of teachers were engaged in 2003 for testing and evaluation of the revised and improved version 9 of the CIERTQ.

A total of 105 teachers of reading participated. They were voluntarily attending an in-service course to upgrade teachers' qualifications called the National Professional Diploma in Education (NPDE). One of the designated subjects that form part of the qualification is First and Second Language Literacy. All the trainers engaged to deliver this course had been trained previously by the researcher. The 105 teachers came for training for four hours a day from 17:00 to 21:00 during the following five days: 25 April, 16 May, 30 May, 13 June, 1 August 2003. The researcher asked them to complete the questionnaire just before their mid-evening break and intact data was obtained.

The second group of teachers ( $n = 39$ ) who completed version 9 of the CIERTQ comprised teachers invited in by the East EMDC for their second annual CLE training. These teachers were asked to complete the questionnaire before they left at lunchtime after a four-hour training session and completed responses were obtained.

The outcomes of the implementation of phase 2, involving versions 8 and 9 of the CIERTQ, will be presented in the next chapter.

### 3.5 CHAPTER SUMMARY

This chapter has introduced the rationale for, and implementation of the main research design from 1999 to 2002, as well as the literature used to support the selected research methodologies. It has discussed and explained the development and refinement of the instrument used to produce large-scale data by accounting for the eight trials of versions 1 to 8 of the CIERTQ. The results, findings and analysis of the major part of the investigation – i.e. the implementation of **phases 2 and 3** in large-scale studies - now follow in chapter 4.

## CHAPTER 4

### RESULTS

This chapter presents the details of the final development of the CIERTQ with particular reference to versions 8, 9 and 10.

#### 4.1 INTRODUCTION

This chapter describes the findings and results obtained for **phases 2 and 3** of the investigation, i.e. the development and outcomes of the large-scale studies designed to identify, for the teaching profession, the “Core Indicators of an Effective Reading Teacher” (CIERTQ). During this stage of the study, the researcher progressively refined the CIERTQ questionnaire as a result of both qualitative and quantitative data analyses, through versions 8, 9 and 10. A concise overview of this chapter is presented below in Tables 4.1 and 4.2 on pages 124 and 125 as a convenient summary.

A limited number of interviews concerning the content and face validity of the CIERTQ were also conducted during **phase 2** and **phase 3** in order to understand and confirm that the large self-selected study group of participant teachers in a literacy course had completed the questionnaire with honesty and accuracy. The interviews also attempted to establish the extent to which the professional behaviours and beliefs related to the way the teachers completed the questionnaires. Where pertinent, samples of these recorded observations will be incorporated into the statistical findings, presented question by question.

This chapter reports the following types of statistical analyses that were conducted throughout phases 2 and 3; with the on-going findings based on the responses of 677 teachers (533 in phase 2 and 144 teachers in phase 3) who were engaged to adjust and refine the questionnaire from version 8 to version 9 to version 10:

- After trialling both version 8 and version 9 of the CIERTQ, cautious factor analyses were conducted on the responses supplied by the large participant group of experienced teachers. These questionnaire responses had been completed during

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various literacy training programmes in 2002 and 2003. (Because the ultimately derived version 10 had not yet been administered to a further large participant group of teachers, no factor analysis has been computed on version 10 to date.)

- Cronbach alpha reliability coefficients have been computed to check the internal consistency of the responses to the items in the questionnaire during the administration of its various versions. These findings are presented in this chapter.
- Tree diagrams and cluster analyses have also been derived to illustrate the extent to which the responses to the individual items tended to scatter or cluster together, when plotted on a 2D graph with the prominently emerging factors located as X-and Y-axes.
- Means scores and t-tests have been computed, when appropriate, for responses to the items during the administration of the various versions, followed by further adjustments and refinements to the wording of the CIERTQ. All these findings are reported in this chapter.

## **4.2 OVERVIEW**

As a guide to the unfolding presentation of the results which follow, Tables 4.1 and 4.2 on pages 124 and 125 present an overview of the sequence and critique of the second and third phase trials of the CIERTQ presented in this chapter.

**Table 4.1** An overview and brief critique of the second phase trials of the CIERTQ

Dates or periods of time	Size of the participant groups	Participant groups: descriptions of the adult participants in the trials	Components of the CIERTQ in its successive phases	Administration, procedures and their on-going outcomes, including critique
February/ March 2002	n <sub>9</sub> = 533 (n = 173 with intact data)	Teachers of grades R to 7, (including special needs personnel and school principals)	Version 8: The CIERTQ comprised seven sectors comprising 42 items scored on a 5-point scale ranging from 0 ( <i>no idea</i> ) to 4 ( <i>essential</i> ).  (One double page.)	<p><i>Trial of the pre- questionnaire (pre-test)</i></p> <ol style="list-style-type: none"> <li>1) Teachers were invited to attend a CLE workshop on a Saturday for the whole day.</li> <li>2) They were asked to complete version 8 of the questionnaire at the beginning of their workshop.</li> <li>3) Five classroom observations were conducted using teachers from the pilot project.</li> <li>4) A tree diagram was computed on the scores – Figure 4.2.</li> <li>5) Percentages were computed for the teachers' ratings on each item.</li> </ol>
August/ September 2002	n <sub>10</sub> = 360 (n = 173 with intact repeat - data)			<p><i>Trial of the repeat-programme (repeat-test) questionnaire six months later:</i></p> <ol style="list-style-type: none"> <li>1) These teachers had experienced one training session. They had been asked to use CLE in their classes for the previous six months.</li> <li>2) They attended a second Saturday workshop in August/September of that same year 2002, which also lasted seven hours.</li> <li>3) They were asked to complete version 8 of the questionnaire again at the end of the workshop.</li> <li>4) Five interviews were conducted using teachers from the pilot schools.</li> <li>5) A tree diagram was computed on their scores – Figure 4.4.</li> <li>6) A factor analysis was completed for the teachers' responses to version 8 of the CIERTQ.</li> </ol>
	n <sub>11</sub> = 173	The intact group of teachers who had completed both of the above pre-and repeat questionnaires (i.e. version 8 twice).		<ol style="list-style-type: none"> <li>1) Factor analysis of the responses of the participant group to version 8 of the CIERTQ.</li> <li>2) The researcher, once more, adjusted the questionnaire as a result of the factor analysis.</li> <li>3) The wording of 31 items in version 8 changed <u>substantially</u> to produce version 9.</li> <li>4) The researcher made sure that each item asked only one skill.</li> <li>5) Tree diagram was computed.</li> </ol>

**Table 4.2** An overview of the third phase trials of the CIERTQ administered to a new participant group attending the NPDE literacy course

Dates or periods of time	Size of the participant group	Participant groups: descriptions of the adult participants in the trials	Components of the CIERTQ in its progressive phases of revision	Calculations and outcomes
13 July 2003	n <sub>12</sub> = 105	Teachers of grades R to 3, none of whom had completed version 8.	Version 9: The CIERTQ now comprised eight sectors comprising 41 newly worded items on a 5-point scale ranging from 0 ( <i>no idea</i> ) to 4 ( <i>essential</i> ).  (One double page.)	<ol style="list-style-type: none"> <li>1) Factor analysis of the combined responses to version 9 of the CIERTQ.</li> <li>2) Scree plot – Figure 4.5</li> <li>3) Cluster analysis – Figure 4.6</li> <li>4) Tree diagram – Figure 4.7</li> <li>5) Percentages were obtained for the 144 teachers' responses to each item.</li> <li>6) The final Cronbach reliability coefficient for the questionnaire answered by the 144 respondents varied between 0.52 and 0.87 Table 4.8</li> <li>7) Final outcome: Version 10 of the CIERTQ.</li> </ol>
26 August 2003	n <sub>13</sub> = 39	Teachers of grades 4 to 7, none of whom had completed version 8.		
Total of both trials	n <sub>14</sub> = 144	All teachers completed English questionnaires.		

### 4.3 FINDINGS: Answers to the nine research questions

As presented in chapter 1, the key focus question over-arching the current research investigation was as follows:

**“Is it possible to derive and substantiate a valid and reliable measure of a profile (or matrix) of core indicators of an effective teacher of reading (CIERTQ), as a competent professional in the classroom, in an economically developing country?”**

The answer to this question will be shown to be in the affirmative, by progressively answering the following nine sub-questions:

#### **Research Question 1: Sources of items**

**From which sources will the pedagogical and literacy items and indicators originate?**

(For example, will they be derived from theories of literacy learning; from government policies and/or reports; from documents supplied by reading teachers' associations; from competence profiles; from interviews with expert teachers; from theories of classroom pedagogy, or from theories of childhood development?)

This question has been answered in Chapter 3 when discussing the first phase of the development of the CIERTQ (pages 99 – 113). The resulting development of the component sectors and items of the CIERTQ from several sources has also been presented and summarised in Table 3.1 on page 107. The main sources of the items came from the government policy documents, interviews and workshops with expert teachers, and recent reading theory.

#### **Research Question 2: Number of items**

**How many items (or elements) will such a well-established and refined CIERTQ profile of core indicators comprise in version 8?**

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Table 4.3 on page 128 presents three answers to this question by showing the progressive development and refinement of sectors and items from version 8 (in phase 2) to versions 9 and 10 (in phase 3). In brief:

- Version 8 of the CIERTQ comprised seven unrefined sectors, each including six items, with a total of 42 items;
- Version 9 of the CIERTQ comprised eight sectors, each including varying numbers of items, with a total of 41 items; and
- Version 10 of the CIERTQ generated seven refined sectors, each including two to nine items, with a total of 41 items.

The justification for these findings follows in due course from Tables 4.4 and 4.5 on pages 130 and 131.



**Table 4.3** The identified component sectors and their items in the evolving versions of the CIERTQ in phases 2 and 3

<b>Version 8</b>		<b>Version 9</b>		<b>Version 10</b>	
Sectors (Identified and labelled through consensus of the qualitative scrutiny of reading specialists, teachers and lecturers)	<i>No. of items</i>	Sectors (Identified quantitatively by factor analysis; then interpreted)	<i>No. of items</i>	Sectors (Identified quantitatively by factor analysis; then interpreted)	<i>No. of items</i>
Reading for meaning ( <i>m</i> )	6	Reading for meaning and interpretation ( <i>m</i> )	4	Reading for meaning and interpretation	6
Reading for communication ( <i>c</i> )	6	Reading for communication ( <i>c</i> )	4	Reading scaffolding techniques	9
Reading to learn ( <i>l</i> )	6	Reading for understanding and application ( <i>u</i> )	4	Reading for understanding	8
Reading for critical thinking ( <i>ct</i> )	6	Reading for reflection ( <i>r</i> )	4	Reading for reflection and analysis	6
Reading to be sociable ( <i>s</i> )	6	Reading for social interaction ( <i>so</i> )	6	Reading for scanning and research	6
Reading for pleasure ( <i>p</i> )	6	Reading to enhance pleasure ( <i>p</i> )	4	Reading for application	4
Reading for skills development ( <i>sk</i> )	6	Strategies development ( <i>st</i> )	8	Reading to make judgments	2
		Serendipitous factors ( <i>se</i> )	7		
<b>Totals</b>	<b>42</b>		<b>41</b>		<b>41</b>

#### Comments, remarks and reflections

At this stage in the development of the CIERTQ it was interesting to note that:

- Only one item was discarded as a consequence of the refinement of version 8, as will be described in more detail when answering question 3.
- In the developments from version 8 to version 10, the total number of items

remained almost stable at 41 or 42, despite the continuing trials and an internal reshuffling of items occurring after each pilot study. However, by version 10 all of the serendipitous factors (se) had been satisfactorily relocated to other, more well-defined sectors.

### **Research Question 3: Item importance**

**Will experienced teachers of reading, drawn from more than 100 schools, tend to reach consensus on the *relative importance* of the items or elements in the profiles of core indicators (when asked to rate them as either “essential”, of “high relevance” “relevant”, of “some relevance”, or “not relevant”)? If so, which items will be selected and judged to be of “high relevance” or as “essential”?**

Table 4.4 and Table 4.5, on pages 130 and 131 present the means and standard deviations of the teachers' item scores on versions 8 and 9 of the CIERTQ. Items which scored a mean of at least 2.0 (“relevant”), up to a maximum possible score of 4.0 (“essential”) by the teachers of reading have been designated as “core” indicators, in agreement with the criteria embedded in current theories of reading pedagogy (Walker 1992b; Halliday 1984; Cambourne 2004; and Goodman 2005) as documented in Chapter 2. In version 9 of the CIERTQ, administered to 144 teachers of reading, all 41 scored items met or exceeded this baseline criterion.

**Table 4.4** Means and standard deviations of the responses of n = 533 teachers (incorporating an intact pre/repeat sub-participant group of n = 173 teachers) to the 42 items in version 8 of the CIERTQ

Item no.	Version 8 Test 2002 (intact participant group n = 533)				Version 8 Test 2002 (intact sub-participant group n = 173)				Version 8 Re-test 2002 (intact sub-participant group n = 173)				Key for sectors
	Sec	Mean	SD	Rk	Sec	Mean	SD	Rk	Sec	Mean	SD	Rk	
1	m1	2.51	1.17	36	m1	2.51	1.18	36	m1	2.62	0.98	34	m = reading for meaning
2	m2	2.08	1.08	41	m2	2.09	1.09	41	m2	2.15	1.02	4	
3	m3	2.68	1.04	28	m3	2.69	1.05	28	m3	2.74	1.03	29	
4	m4	3.18	0.91	6	m4	3.18	0.92	6	m4	3.17	0.91	8	
5	m5	2.52	1.03	34	m5	2.52	1.04	35	m5	2.67	0.99	31	
6	m6	2.59	1.02	33	m6	2.60	1.02	33	m6	2.75	0.99	28	
7	c1	2.12	1.13	40	c1	2.13	1.13	40	c1	2.11	1.07	41	c = reading for communication
8	c2	3.06	1.04	9	c2	3.07	1.05	8	c2	3.20	0.99	6	
9	c3	3.31	0.87	3	c3	3.31	0.87	3	c3	3.36	0.82	3	
10	c4	2.96	0.94	17	c4	2.97	0.95	16	c4	3.01	0.90	18	
11	c5	3.05	0.94	11	c5	3.05	0.94	12	c5	3.06	0.92	13	
12	c6	3.27	0.82	4	c6	3.27	0.82	4	c6	3.21	0.72	4	
13	L1	3.01	0.97	15	L1	3.01	0.98	15	L1	3.12	0.88	9	L = reading for learning
14	L2	2.61	1.01	32	L2	2.61	1.01	32	L2	2.80	0.89	27	
15	L3	2.96	1.01	17	L3	2.97	1.01	16	L3	3.07	0.94	12	
16	L4	2.73	1.07	26	L4	2.74	1.07	26	L4	2.91	0.98	22	
17	L5	2.92	0.98	22	L5	2.92	0.99	22	L5	2.99	0.96	21	
18	L6	2.88	0.98	23	L6	2.88	0.98	23	L6	2.90	0.89	23	
19	ct1	2.93	1.06	21	ct1	2.93	1.06	21	ct1	2.87	0.99	26	ct = reading for critical thinking
20	ct2	3.04	0.91	12	ct2	3.04	0.91	13	ct2	3.02	0.91	17	
21	ct3	3.08	0.89	7	ct3	3.09	0.90	7	ct3	3.11	0.80	10	
22	ct4	2.87	0.94	24	ct4	2.87	0.95	24	ct4	2.88	0.92	24	
23	ct5	2.52	1.03	34	ct5	2.53	1.04	34	ct5	2.60	1.00	36	
24	ct6	2.27	1.21	39	ct6	2.27	1.21	39	ct6	2.28	1.11	38	
25	s1	3.37	0.83	1	s1	3.37	0.83	1	s1	3.48	0.73	1	s = reading to be social
26	s2	2.45	1.04	37	s2	2.45	1.04	37	s2	2.67	1.00	31	
27	s3	2.76	1.15	25	s3	2.76	1.15	25	s3	2.88	1.10	24	
28	s4	2.62	1.06	31	s4	2.62	1.07	31	s4	2.59	1.01	37	
29	s5	2.67	1.02	29	s5	2.68	1.03	29	s5	2.63	0.97	33	
30	s6	3.04	0.98	12	s6	3.05	0.98	11	s6	3.06	1.07	13	
31	p1	2.95	1.03	19	p1	2.96	1.04	19	p1	3.05	0.97	15	p = reading for pleasure
32	p2	1.92	1.92	42	p2	1.93	1.16	43	p2	2.02	1.11	42	
33	p3	2.38	2.38	38	p3	2.39	1.18	38	p3	2.28	1.20	38	
34	p4	3.25	3.25	5	p4	3.25	0.86	5	p4	3.18	0.81	7	
35	p5	2.66	2.66	30	p5	2.67	1.07	30	p5	2.62	1.02	34	
36	p6	3.07	3.07	8	p6	3.07	1.00	8	p6	3.09	0.98	11	
37	sk1	3.34	0.85	2	sk1	3.34	0.85	2	sk1	3.45	0.81	2	sk = reading skills development
38	sk2	3.02	0.90	14	sk2	3.02	0.91	14	sk2	3.04	0.88	16	
39	sk3	3.06	0.99	9	sk3	3.07	0.99	10	sk3	3.21	0.89	4	
40	sk4	2.69	1.04	27	sk4	2.70	1.05	27	sk4	2.74	1.04	29	
41	sk5	2.95	1.00	19	sk5	2.96	1.01	19	sk5	3.01	0.91	18	
42	sk6	2.97	1.02	16	sk6	2.97	1.02	19	sk6	3.00	0.97	20	

Sec = Sectors; Rk = Rank (including tied rank); Shaded are the two highest scored items.

**Table 4.5** Scored responses to version 9 of the CIERTQ (n = 144) (a conveniently intact participant group)

Old Item no.	New Item no.	Item sectors	Mean	SD	Rank	Key to the sectors' labels in the table
10	1	c1	3.56	0.76	14	<i>c = reading for communication</i>
11	2	c2	3.58	0.59	13	
8	3	c3	3.72	0.52	2	
9	4	c4	3.56	0.69	14	
7 & 2	5	m1	3.15	0.83	37	<i>m = reading for meaning and interpretation</i>
1	6	m2	3.23	0.80	34	
5	7	m3	3.19	0.88	36	
6	8	m4	3.27	0.80	29	
35	9	p1	3.21	0.85	35	<i>p = reading for pleasure</i>
36	10	p2	3.64	0.63	9	
31	11	p3	3.33	0.87	25	
25	12	p4	3.64	0.70	9	
33	13	r1	3.30	0.91	28	<i>r = reading for reflection</i>
32	14	r2	2.72	1.03	41	
14	15	r3	3.26	1.11	32	
42	16	r4	3.33	0.78	25	
28	17	so1	3.13	0.79	38	<i>so = reading to be sociable</i>
27	18	so2	3.27	0.87	29	
29	19	so3	3.13	0.89	38	
34	20	so4	3.27	0.85	29	
22	21	so5	3.34	0.79	24	
24	22	so6	2.81	0.95	40	
39	23	st1	3.69	0.64	4	<i>st = reading for strategy development</i>
41	24	st2	3.40	0.75	20	
37	25	st3	3.68	0.56	6	
42	26	st4	3.48	0.69	18	
38	27	st5	3.35	0.77	23	
40	28	st6	3.31	0.79	27	
19	29	st7	3.69	0.57	4	
26	30	st8	3.46	0.67	19	
3	31	u1	3.25	0.76	33	<i>u = reading for understanding and application</i>
4	32	u2	3.74	0.52	1	
13	33	u3	3.56	0.70	14	
30	34	u4	3.60	0.62	12	
15	35	se1	3.38	0.90	21	<i>se = serendipitous items</i>
18	36	se2	3.36	0.70	22	
17	37	se3	3.68	0.63	6	
16	38	se4	3.67	0.68	8	
21	39	se5	3.50	0.70	17	
20	40	se6	3.63	0.65	11	
12	41	se7	3.72	0.61	2	

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Comments and reflections

It was interesting to note that over a period of six months the intact participant group of 173 teachers maintained their score ratings for all 42 items in a stable way. For example, item 11 in Table 4.4 the mean pre-test score was 3.05 and six months later it was recorded as 3.06. In other words despite the participant group verbalising their satisfaction and gratification of the five hour workshops, their levels of professional understandings of the CLE literacy programme did not adjust.

After the trial of version 8 of the CIERTQ, item 23 (*Evaluating the reading content critically for consistency* – item ct5) was discarded because it occurred in one isolated sector of the provisional factor analysis (Appendix 13, 533 teachers' responses to version 8 on page 332). It was only weakly linked to the other factors. (Also it was ranked only 36/42.) Version 8 was therefore adjusted to become version 9.

With regard to the responses to version 9 of the CIERTQ, the highest scoring items (the maximum possible score being 4.00) were those items numbered 3, 32 and 41:

- The best teachers of reading are those that: **“Allow time for their learners to retell the story in their own words”** (item 32; mean = 3.74).
- The best teachers of reading are those that: **“Use correct grammatical structures when speaking to their learners”** (item 3; mean = 3.72).
- The best teachers of reading are those that: **“Allow their learners time to respond to what has been said”** (item 41; mean = 3.72).

The lowest scoring items were items 14 and 22: -

- The best teachers of reading are those that: **“Make time to talk about the author's styles of writing”** (item 14; mean = 2.72).

- The best teachers of reading are those that: *“Use graphic aids such as graphs and tables to interpret information in a text”* (item 22; mean = 2.81).

#### **Research Question 4: Shifting responses to the 42 items**

**How stable is CIERTQ version 8? (In other words if CIERTQ version 8 is re-administered to an intact participant group of 173 reading teachers, after six months, do the responses to it change significantly in any way?)**

Statistical matched paired t-tests were completed on all 42 items, for the intact pre-and repeat workshop responses of 173 teachers, and several items yielded significant response shifts. (Appendix 14 on page 334 Stability in the mean scores)

For the 42 items in version 8, from pre-to repeat-test as a whole only nine decreases occurred in the means, i.e. there were 33 increases in the means' scores. This was a significant overall shift in the pattern of responses. The chi-square value is 6.27 for which  $p=.0123$ . This result could be interpreted as reflecting remembered familiarity with the wording from six months previously. Alternatively the workshop had the desired effect in significantly increasing the participants' scores relative to themselves on the vast majority of the 42 items in the long term.

#### **Comments, remarks and reflections**

- Both the instrument and the responses of the group appeared to be stable and consistent, even while some minor random effects in the trials of the CIERTQ were being checked or eliminated.
- The means between version 8 and version 9, item by item, were not statistically compared in this investigation since the wording of every item changed either slightly or substantially from version 8 to version 9. This finding also sheds light on the next question 5.

**Research Question 5: Do changes occur in the perceived importance of items in version 8 before and after workshop intervention?**

**Does the perceived *importance* of the 42 items in version 8 of the CIERTQ tend to change (six months) after an intact participant group of 173 reading teachers participated in a sustained workshop programme of CLE intervention for two full Saturdays? In other words do any of the items tend to change in importance relative to each other?**

To answer this question, Table 4.4 on page 130 presents and compares the means and standard deviations for the responses to each item from version 8 pre-test to version 8 repeat-test, and also presents their changing ranks from first (highest mean score) to 42<sup>nd</sup> (lowest mean score).

#### Comments, remarks and reflections on the effects of the workshops

From version 8 pre-test to version 8 repeat-test, three quarters of the items indicate positive (but non-significant) increases in scores – scoring higher values than before the workshop - but this result might be because the 173 teachers who supplied the intact data were the more dedicated teachers who troubled themselves to respond to the CIERTQ twice. However there may also be other reasons, possibly including the following: -

- Either the workshop had been clarifying the teachers' own understanding of their pedagogical reading skills; and/or
- In the case of version 8, the scores were usually higher because the wording of these items has been amended, improved and clarified, after the previous version trials; and/or
- Increasing familiarity with the CIERTQ occurred on account of the teachers having completed the questionnaire twice.

After the workshop, the ranks in importance of the 42 items in version 8, relative to each other, tended to remain almost constant. The highest scored item 25 (s1) remained top-ranked; item 37 (sk1) remained second in importance; item 9 (c3) remained third; and item 12

(c6) remained fourth. However, post-test item 39 (sk3) became equal fourth, up from its pre-test ranking of equal ninth.

**Research Question 6: Improvements in the validity and reliability of the CIERTQ**

- 6.1 Does the feedback supplied by these recorded changes in perception lead to progressive *improvements* in the several dimensions of validity (content composition, clarity of content, structure and theoretical validity) in the construction of versions 8, 9 and 10 of the CIERTQ profile of core indicators and competencies?**
- 6.2 What are the values of the reliability coefficients obtained for subsequent versions of the CIERTQ when trialled with various large participant groups?**
- 6.3 Do the emerging clusters or themes of items become more scattered or more cohesive as these subsequent versions are clarified and improved?**

**Question 6.1**

**Does the feedback supplied by these recorded changes in perception lead to progressive *improvements* in the several dimensions of validity (content composition, clarity of content, structure and theoretical validity) in the construction of versions 8, 9 and 10 of the CIERTQ?**

The following discussion will trace the documented improvements from versions 8 to 9 to 10.

- Number of items revised

After earlier trials with version 4 of the CIERTQ, all 42 items drafted from earlier versions of the questionnaire had their wording modified, clarified, adjusted, improved, abbreviated or changed. After trials with version 8, however, only one item was rejected outright and was not replaced.



- Changes in item wording

Alterations occurred as a result of the following procedures:

- 1) Continuous qualitative feedback on the content and expression of items in version 8 was obtained from 126 professional colleagues who supplied written and verbal critiques of the original wording of each item in the questionnaire.

For example:

In version 8, item 17 read: ***“Identifying and interpreting vocabulary critical to the meaning of the text”***.

However, in version 9, this item was changed to read: ***“Allow opportunities to teach the meanings of difficult vocabulary”***, and it became item 37.

In version 9, four items did not change their wording at all, six items’ wording remained very similar and 31 items were reworded. One item was eliminated.

- 2) Quantitative feedback was obtained through cautious factor analyses of the responses of 144 teachers to version 9 of the presented scale items.

The cautious factor analysis will appear later summarized in Table 4.15 on page 172. Eight items expressed with compounded wording were individually identified. Each of these over-elaborated items was therefore subsequently divided into simpler, shorter, revised items with more consistent wording.

For example:

In version 9, item 24 read: ***“Encourage their learners to read with appropriate rate and expression”***.

However, for version 10, the wording of this item was altered to read: ***“Encourage their learners to read with expression”*** which became item 33. Any further reference to the word “rate” was omitted.

Further examples of amendments to the wordings of the items, intended to render them more succinct, are presented in Table 4.6 on page 137, sector by sector.

**Table 4.6** Examples of uncertain items amended after interpreting a cautious factor analysis of the 144 teachers' responses to the wording of version 9 of the CIERTQ, subsequently leading to version 10

**Reading scaffolding techniques:**

*Old:* Encourage their learners to summarise the text in their own words. (version 9 item 26)

*New:* Allow their learners to summarise written text. (version 9 item 11)

**Reading for meaning and interpretation:**

*Old:* Communicate with their learners using logical, sequential thinking. (version 9 item 2)

*New:* Speak to the learners in an ordered, clear and well-organised manner.  
(version 10 item 17)

**Reading for research and surveillance:**

*Old:* Explain where to find the most popular books in their communities.  
(version 9 item 11)

*New:* Identify popular reading resources in the community. (version 10 item 23)

**Reading for reflection and analysis:**

*Old:* Are socially sensitive to religion, language, and cultural issues in written texts.  
(version 9 item 18)

*New:* Sensitise learners to cultural issues. (version 10 item 29)

*Old:* Allow their learners time to analyse the plots and characters of the story.  
(version 9 item 30)

*New:* Spend time analysing plots and characters of stories. (version 10 item 30)

**Reading for understanding:**

*Old:* Work on building a rapport with their learners. (version 9 item 1)

*New:* Build a rapport with their learners. (version 10 item 35)

*Old:* Encourage their learners to read with appropriate rate and expression.  
(version 9 item 24)

*New:* Encourage their learners to read with appropriate expression. (version 10 item 33)

**Reading for application:**

*Old:* Discuss how to implement social skills such as taking turns and listening to others.  
(version 9 item 12)

*New:* Role model social skills such as taking turns and listening. (version 10 item 39)

- Change in sector names

In version 8 there was a sector called “*Reading for skills development*”. In version 9 this sector was renamed “*Strategies development*”. In version 10 this sector was again renamed “*Reading scaffolding techniques*”. The researcher believed this term was a more embracing and relevant term which reflected the current theory in literacy development.

In developing CIERTQ version 10a to 10d, the researcher included, in bold, sub-titles for each section. In the final version 10, these have been removed, to prevent biased responses from participants, and the following phrase will remain in place: “*The best teachers of reading are those that:*”

**Table 4.7** Provisional version 10a of the CIERTQ after improvements implied by the subsequent rewording of seven factor loadings of split items

<b>I believe that the <u>best</u> teachers of reading in the primary classes do the following on a daily basis in order to help learners become competent in literacy</b>	Not relevant	Some	Relevant	High relevance	Essential
<b>Reading scaffolding techniques:</b> <i>The best teachers of reading are those that:</i> 1. Encourage their learners to find fictional and non-fictional materials in response to a theme. (version 9 item p1) 2. Display these books in the class to encourage the learners to read them. (version 9 item p2) 3. Allow time for their learners to retell the story in their own words. (version 9 item u2) 4. Read, understand and write using a variety of text types with their learners. (version 9 item u3) 5. Refer to and use stories to solve social problems in the class such as stealing. (version 9 item u4) 6. Allow opportunities to teach the meanings of difficult vocabulary. (version 9 item se3) 7. Ask probing questions about the content to see if their learners understand the text. (version 9 item se4) 8. Choose appropriate text resources to solve problems and make decisions. (version 9 item se5) 9. Link the text to the learner's prior knowledge. (version 9 item se6) 10. Allow their learners time to respond to what has been read. (version 9 item se7) 11. Allow their learners to summarise written text. (version 9 item st4)	0	1	2	3	4
<b>Reading for meaning and interpretation:</b> <i>The best teachers of reading are those that:</i> 12. Explore different interpretations of idiomatic and figurative expressions found in text. (version 9 item m&i1) 13. Explore the moral of a story. (version 9 item m&i2) 14. Explore the deeper meaning of a story. (version 9 item m&i3) 15. Compare and contrast elements in a story such as character, setting or events. (version 9 item m&i4) 16. Make time to talk about author's styles of writing. (version 9 item r2) 17. Speak to the learners in an ordered, clear and well-organised manner. (version 9 item c2)	0	1	2	3	4
<b>Reading for research and surveillance:</b> <i>The best teachers of reading are those that:</i> 18. When choosing a book, guide their learners to read reviews rather than looking at covers. (version 9 item r1) 19. Explore texts by looking at interpersonal relationships amongst the characters in a story. (version 9 item so3) 20. Check to see that different readers understand the content of a story in the same way. (version 9 item so4) 21. When reading, encourage their learners to self-correct so that the meaning is maintained. (version 9 item st5) 22. Encourage their learners to find resources inside their school to complete projects. (version 9 item se1) 23. Identify popular reading resources in the community. (version 9 item p3)	0	1	2	3	4
<b>Reading for reflection and analysis:</b> <i>The best teachers of reading are those that:</i> 24. When reading books encourage objective discussions on controversial social issues. (version 9 item so1) 25. Encourage their learners to make judgments about information in the text. (version 9 item so5) 26. Use graphic aids such as graphs and tables to interpret information in a text. (version 9 item so6) 27. Allow time for their learners to skim and scan the text to find relevant information. (version 9 item st6) 28. Provide opportunities to discover major ideas in text and supporting ideas. (version 9 item se2) 29. Sensitise learners to cultural issues. (version 9 item so2) 30. Spend time analysing plots and characters of stories. (version 9 item st8)	0	1	2	3	4

I believe that the <b>best</b> teachers of reading in the primary classes do the following on a daily basis in order to help learners become competent in literacy	Not relevant	Some	Relevant	High relevance	Essential
<b>Reading for understanding:</b> <i>The best teachers of reading are those that:</i>					
31. Teach learners to apply their knowledge of phonics when reading difficult words. (version 9 item st1)	0	1	2	3	4
32. Re-read the text if the meaning is not clear. (version 9 item st3)	0	1	2	3	4
33. Teach editing skills such as spelling, grammar and punctuation. (version 9 item st7)	0	1	2	3	4
34. Encourage their learners to read with appropriate expression. (version 9 item st2)	0	1	2	3	4
35. Build a rapport with their learners. (version 9 item c1)	0	1	2	3	4
<b>Reading for application:</b> <i>The best teachers of reading are those that:</i>					
36. Compare and contrast text information with their learners. (version 9 item r3)	0	1	2	3	4
37. Use discussions from the text as a form of review. (version 9 item r4)	0	1	2	3	4
38. Demonstrate an understanding of the text by making predictions. (version 9 item u1)	0	1	2	3	4
39. Role model social skills such as taking turns and listening to others. (version 9 item p4)	0	1	2	3	4
<b>Reading to make judgments:</b> <i>The best teachers of reading are those that:</i>					
40. Use correct grammatical structures when speaking to their learners. (version 9 item c3)	0	1	2	3	4
41. Allow learners to give opinions of the text without interruptions. (version 9 item c4)	0	1	2	3	4

### Comments, remarks and reflections

This discussion point will be linked with others and will lead to a set of recommendations in Chapter 6, page 218.

### **Question 6.2**

**What are the values of the reliability coefficients obtained for subsequent versions of the CIERTQ when trialed with various large participant groups?**

Table 4.8 presents the Cronbach alpha reliability coefficients, as measures of internal consistency, obtained for versions 7, 8 and 9 of the CIERTQ and their component sectors. The following gives a brief overview of the three sets of results:

#### a) Version 7

In November 2001, a Cronbach alpha reliability coefficient was calculated for the CIERTQ using the scores of a convenient sub-participant group of 45 trained teachers (although only 15 supplied intact data).

b) Version 8

In August 2002, a Cronbach alpha reliability coefficient was calculated for the CIERTQ using the scores of 173 trained teachers (although only 127 supplied intact data).

c) Version 9

In August 2003, a Cronbach alpha reliability coefficient for the CIERTQ was computed using the scores of 144 trained teachers (all 144 teachers supplying intact data).

To date, the final product - version 10 - has not been administered in the field with a large participant group of teachers of reading. It was decided by the researcher that there was sufficient data to analyse for this thesis and version 10 was an outcome of this thesis.

**Table 4.8** Cronbach alpha reliability coefficients for versions 7, 8 and 9 of the CIERTQ and their sectors

Version 7 (n = 173)			Version 8 (n = 173)			Version 9 (n = 144)		
Sectors	Cronbach alpha reliability coefficients	No. of Items	Sectors	Cronbach alpha reliability coefficients	No. of Items	Sectors	Cronbach alpha reliability coefficients	No. of Items
Reading for meaning	$\alpha = 0.67$	6	Reading for meaning	$\alpha = 0.75$	6	Reading for communication	$\alpha = 0.52$	4
Reading to communicate	$\alpha = 0.85$	6	Reading to communicate	$\alpha = 0.75$	6	Reading for meaning and interpretation	$\alpha = 0.79$	4
Reading to learn	$\alpha = 0.86$	6	Reading to learn	$\alpha = 0.83$	6	Reading to enhance pleasure	$\alpha = 0.68$	4
Reading to develop critical thinkers	$\alpha = 0.79$	6	Reading for critical thinking	$\alpha = 0.82$	6	Reading for reflection	$\alpha = 0.70$	4
Reading to be sociable	$\alpha = 0.70$	6	Reading to be sociable	$\alpha = 0.80$	6	Reading for social interaction	$\alpha = 0.77$	6
Reading for pleasure	$\alpha = 0.75$	6	Reading for pleasure	$\alpha = 0.77$	6	Strategies development	$\alpha = 0.80$	8
Reading to develop skills	$\alpha = 0.80$	6	Reading for skills development	$\alpha = 0.82$	6	Reading for understanding and application	$\alpha = 0.79$	4
						Serendipitous factors	$\alpha = 0.87$	7

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Comments and reflections

The Cronbach alphas obtained for the sectors varied between 0.67 and 0.87 with one exception, even though the magnitude of a reliability coefficient tends to be influenced by the number of items in a given scale or subscale; in other words, the length of a data-generating instrument usually strongly affects the magnitude of a reliability coefficient (Ebel, 1972:428).

**Question 6.3**

**Do the emerging clusters or themes of items become more scattered or more cohesive as these subsequent versions are clarified and improved?**

This question will be answered by describing the responses to unrefined version 8 (pre-workshop n = 173 intact data, and repeat-workshop n = 173 intact data) and to the more refined version 9 (n = 144) of the CIERTQ as follows:

- a) First, a cautious factor analysis was performed on the response data, and factors identified with Eigenvalues of more than 1.000 by convention were retained as “prominent”.
- b) Secondly, the 42 and 41 items’ measured associations with these prominent factors will be depicted graphically, illustrating the extent to which they tend to scatter or cluster together naturally when plotted on a 2D graph with the prominent factors located as X-and Y-axes.
- c) Finally, the same clustering of factors will be depicted in an alternative way by presenting tree diagrams of the response data.

**Version 8: Pre-workshop (n = 533 participants; with a sub-participant group of n = 173 participants generating intact pre/repeat data)**

- a) Statistically because the CIERTQ comprises 42 items, until at least 840 respondents participate and respond, only a cautious factor analysis can be presented. This analysis was performed on the response data of the 533 trained teachers, prior to the commencement of their CLE workshop in February/March 2002. The analysis yielded three prominent factors with Eigenvalues of more than 1.000, as presented in Table 4.9, for the responses to unrefined version 8 of the CIERTQ.

**Table 4.9** Results of the varimax normalized factor analysis of the a) pre-workshop responses of 533 teachers of reading to version 8 of the CIERTQ comprising 42 unrefined items and b) the pre-workshop responses of a sub-participant group of 173 of these teachers to version 8 of the CIERTQ

Item no.	Variable	Version 8 (n = 533)			Item no.	Variable	Version 8 (n = 173)			Key to the items' labels
		Factor 1	Factor 2	Factor 3			Factor 1	Factor 2	Factor 3	
1	m1	0.07	0.29	0.06	1	m1	0.01	0.19	0.25	<i>m = reading for meaning</i>
2	m2	0.10	0.10	0.15	2	m2	0.04	0.62	0.08	
3	m3	0.03	0.06	-0.02	3	m3	0.04	0.19	0.08	
4	m4	0.08	0.19	0.15	4	m4	0.20	0.05	0.18	
5	m5	0.19	0.11	0.10	5	m5	0.09	0.61	0.23	
6	m6	0.10	0.28	0.10	6	m6	0.04	0.60	0.34	
7	c1	0.14	0.26	0.13	7	c1	0.05	0.65	0.20	<i>c = reading for communication</i>
8	c2	0.07	0.22	0.11	8	c2	0.16	0.22	0.58	
9	c3	0.17	0.62	0.11	9	c3	0.16	0.04	0.76	
10	c4	0.09	0.80	0.15	10	c4	0.12	0.23	0.70	
11	c5	0.13	0.70	0.08	11	c5	0.22	0.17	0.62	
12	c6	0.24	0.60	0.00	12	c6	0.28	0.22	0.54	
13	L1	0.21	0.53	0.08	13	L1	0.25	0.29	0.41	<i>L = reading for learning</i>
14	L2	0.21	0.78	0.12	14	L2	0.22	0.52	0.26	
15	L3	0.20	0.36	0.10	15	L3	0.27	0.19	0.50	
16	L4	0.10	0.16	0.14	16	L4	0.30	0.39	0.21	
17	L5	0.16	0.41	0.09	17	L5	0.40	0.32	0.30	
18	L6	0.21	0.08	0.15	18	L6	0.36	0.34	0.31	
19	ct1	0.37	0.18	0.01	19	ct1	0.47	0.29	0.16	<i>ct = reading for critical thinking</i>
20	ct2	0.31	0.17	0.13	20	ct2	0.43	0.20	0.48	
21	ct3	0.31	0.32	0.15	21	ct3	0.34	0.23	0.60	
22	ct4	0.32	0.12	0.37	22	ct4	0.30	0.39	0.52	
23	ct5	0.30	0.31	0.21	23	ct5	0.29	0.58	0.35	
24	ct6	0.22	0.39	0.19	24	ct6	0.32	0.59	0.17	
25	s1	0.20	0.27	0.14	25	s1	0.39	-0.00	0.49	<i>s = reading to be sociable</i>
26	s2	0.22	0.11	0.08	26	s2	0.38	0.54	0.18	
27	s3	0.09	-0.01	0.31	27	s3	0.51	0.24	0.21	
28	s4	0.31	0.25	0.31	28	s4	0.38	0.43	0.17	
29	s5	0.22	0.44	0.11	29	s5	0.44	0.37	0.26	
30	s6	0.17	0.17	0.33	30	s6	0.49	0.13	0.20	
31	p1	0.34	0.20	0.08	31	p1	0.47	0.22	0.01	<i>p = reading For pleasure</i>
32	p2	0.14	0.12	0.13	32	p2	0.33	0.72	0.03	
33	p3	0.31	0.19	0.08	33	p3	0.44	0.56	0.05	
34	p4	0.19	0.20	0.28	34	p4	0.61	0.17	0.40	
35	p5	0.31	0.28	0.23	35	p5	0.59	0.30	0.22	
36	p6	0.12	0.08	0.58	36	p6	0.68	0.10	0.26	
37	sk1	0.11	0.00	0.61	37	sk1	0.64	-0.01	0.17	<i>sk = reading for skills development</i>
38	sk2	0.22	0.03	0.67	38	sk2	0.66	0.22	0.17	
39	sk3	0.54	0.31	0.29	39	sk3	0.74	0.05	0.12	
40	sk4	0.34	0.22	0.61	40	sk4	0.56	0.39	0.22	
41	sk5	0.50	0.26	0.50	41	sk5	0.58	0.22	0.21	
42	sk6	0.41	0.19	0.78	42	sk6	0.42	0.42	0.20	

Only factor loadings >0.70 are highlighted.



### Comments and remarks on version 8 of the CIERTQ

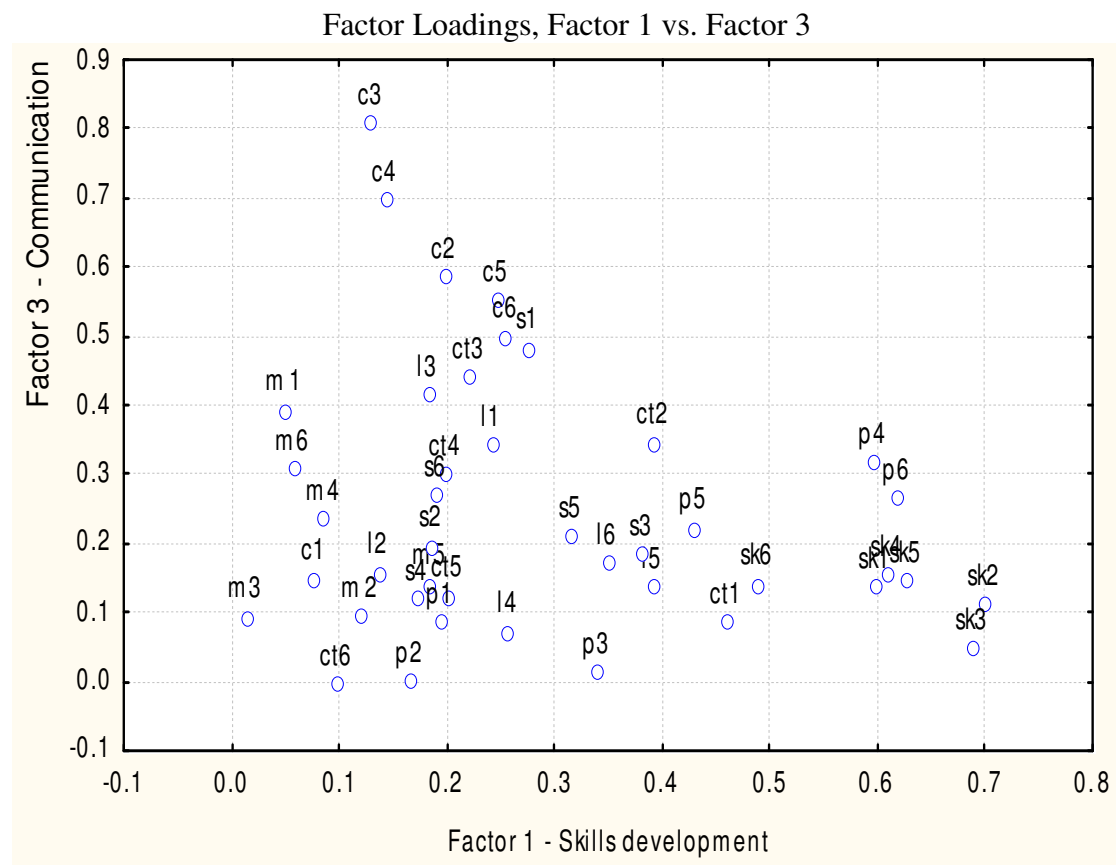
At this stage, using 42 unrefined items, the three particularly prominent factors tending to emerge appear to be in the areas of

- reading for skills development;
- reading for pleasure; and
- reading for communication.

It might be mentioned that if factor loadings  $> 0.60$  are highlighted, then another area coming into view is *reading for meaning* with this particular sample and at this particular point in time.

b) Using a varimax normalised rotation and principal components extraction, these 42 items' measured associations are depicted in Figure 4.1 illustrating the extent to which they tend to cluster together.

**Figure 4.1** Version 8 pre-workshop data (n = 533)



Key to the items' labels used in the graph:

(m = reading for meaning; c = reading for communication; l = reading to learn;  
ct = reading for critical thinking; s = reading to be sociable; p = reading for pleasure; sk =  
reading for skills development)

#### Comments, remarks and reflections

Figure 4.1 on page 143 is a depiction of the locations of the 42 draft items in relation to two of the three factors identified by the scree analysis when processing Eigenvalues with values exceeding 1.000. The varimax normalized analysis of the responses displays the finding that many of the items are scattered; and many of the theoretically related items in version 8 of the CIERTQ are not forming small groups of identifiable clusters. Hence, it is suspected that the ways in which items are worded in version 8 might be a cause of some uncertainties or ambiguities in respondents' answers.

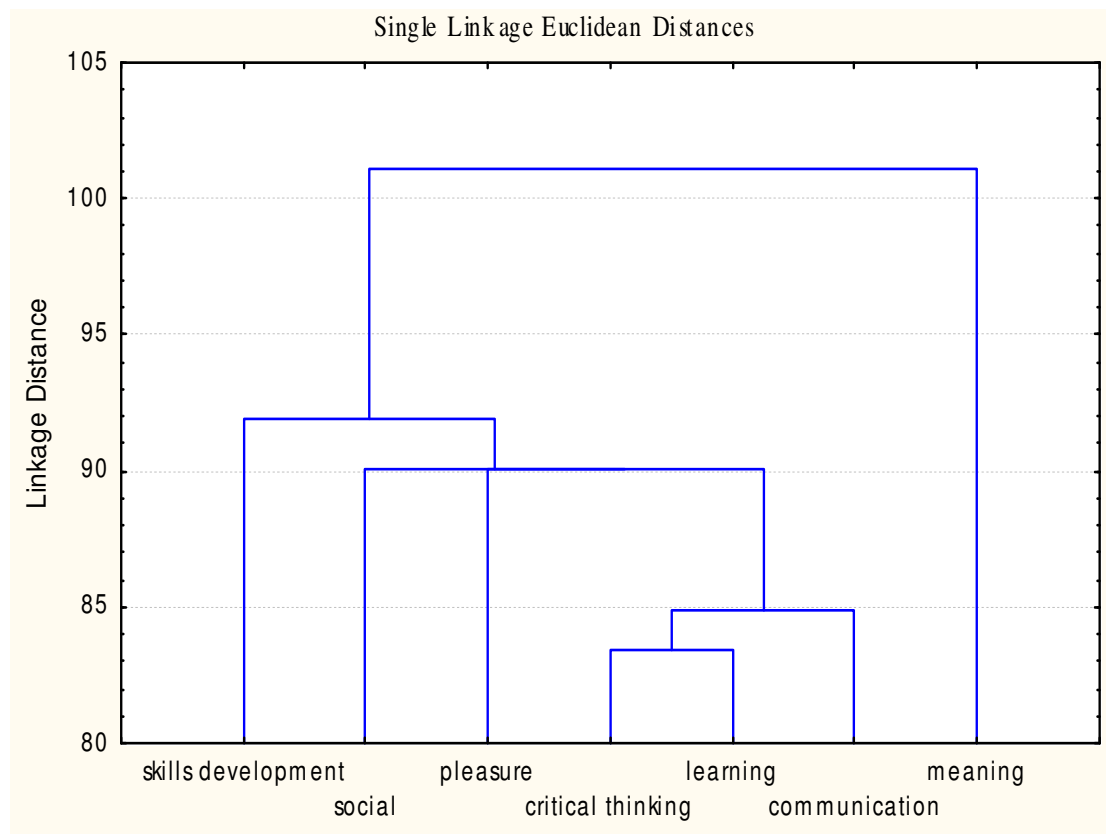
c) The clustering of factors will be depicted in an alternative way by presenting a tree diagram of the response data, in Figure 4.2 on page 145.

Using the pre-workshop intervention raw data from version 8, a tree graph was computed and drawn. The joining or tree clustering method uses the dissimilarities and the linkage distances between responses to objects (test item scores) when forming the clusters. These distances can be based on a single dimension or on multiple dimensions. The Euclidean distance, probably the most commonly chosen type of distance, is the actual geometric distance between the objects in space (i.e., as if measured with a ruler). The distances can be greatly affected by differences in scale among the dimensions from which the distances are computed.

In Figure 4.2 on page 145, the vertical axis denotes the linkage distance, with a zero vertical distance being ideal. Thus, for each node in the graph (where a new cluster is formed), we can read off the criterion distance at which the respective elements were linked together into a new single cluster. When the data includes a clear "structure" in terms of clusters of objects that are similar to each other, then this structure will often be reflected in the hierarchical tree as distinct branches. As a result of a successful analysis with the joining method, one is able to detect clusters (i.e. branches) and interpret those branches. Note how, in this classification,

the higher and wider the level of aggregation, the less similar are the members in the respective class. In Figure 4.2 the distance linkage baseline reading of 80 is particularly far from zero and therefore, when using this pre-test (pre-workshop) form of imperfect version 8 of the CIERTQ, the respondents' scores are tending to be diffuse, bearing relatively low associations with each other.

**Figure 4.2** Exploratory tree diagram for the response data generated by version 8, pre-workshop, of the CIERTQ (n = 533)



#### Comments, remarks and reflections

Figure 4.2 suggests a possibly mild degree of cohesiveness between the sectors interpreted and labelled as “*critical thinking*” and “*learning*” but their linkage distance of 83 is too large, indicating that any tendency towards cohesion is weak. The other sectors provisionally labelled “*communication*”, “*social*”, “*skills development*” and “*pleasure*” are even more distantly linked. The sector designated as “*meaning*” is distinctly isolated, away from the other six sectors of the CIERTQ with a linkage distance exceeding 100, so clearly it requires revision in its wording.

**Unrefined version 8 of the CIERTQ: Repeat workshop responses (n = 173)**

- a) A cautious factor analysis (Table 4.10 on page 148) was performed on the repeat workshop response data, and again prominent factors with Eigenvalues greater than 1.000 were retained.

**Table 4.10** Results of a cautious varimax normalized factor analysis of the repeat workshop responses of the 173 teachers of reading to version 8 of the CIERTQ comprising 42 items

Item no.	Variable	The satisfaction of feeling competent	Reading for communication	
		Factor 1	Factor 2	Key to the items' labels used in the table:
1	m1	0.19	0.14	<i>m = reading for meaning</i>
2	m2	0.19	0.00	
3	m3	0.04	0.37	
4	m4	0.24	0.56	
5	m5	0.05	0.19	
6	m6	0.20	0.20	
7	c1	0.17	-0.07	<i>c = reading for communication</i>
8	c2	0.09	0.49	
9	c3	0.03	0.74	
10	c4	0.06	0.64	
11	c5	0.14	0.57	
12	c6	0.08	0.61	
13	L1	0.27	0.43	<i>L = reading to learn</i>
14	L2	0.39	0.30	
15	L3	0.39	0.44	
16	L4	0.38	0.41	
17	L5	0.49	0.37	
18	L6	0.46	0.41	
19	ct1	0.45	0.18	<i>ct = reading for critical thinking</i>
20	ct2	0.44	0.31	
21	ct3	0.47	0.46	
22	ct4	0.35	0.48	
23	ct5	0.41	0.38	
24	ct6	0.62	0.09	
25	s1	0.27	0.61	<i>s = reading to be sociable</i>
26	s2	0.59	0.32	
27	s3	0.48	0.46	
28	s4	0.52	0.40	
29	s5	0.52	0.40	
30	s6	0.50	0.55	
31	p1	0.41	0.31	<i>p = reading for pleasure</i>
32	p2	0.71	-0.10	
33	p3	0.61	-0.08	
34	p4	0.50	0.46	
35	p5	0.67	0.14	
36	p6	0.47	0.34	
37	sk1	0.48	0.46	<i>sk = reading for skills development</i>
38	sk2	0.70	0.13	
39	sk3	0.58	0.37	
40	sk4	0.58	0.20	
41	sk5	0.48	0.29	
42	sk6	0.56	0.10	

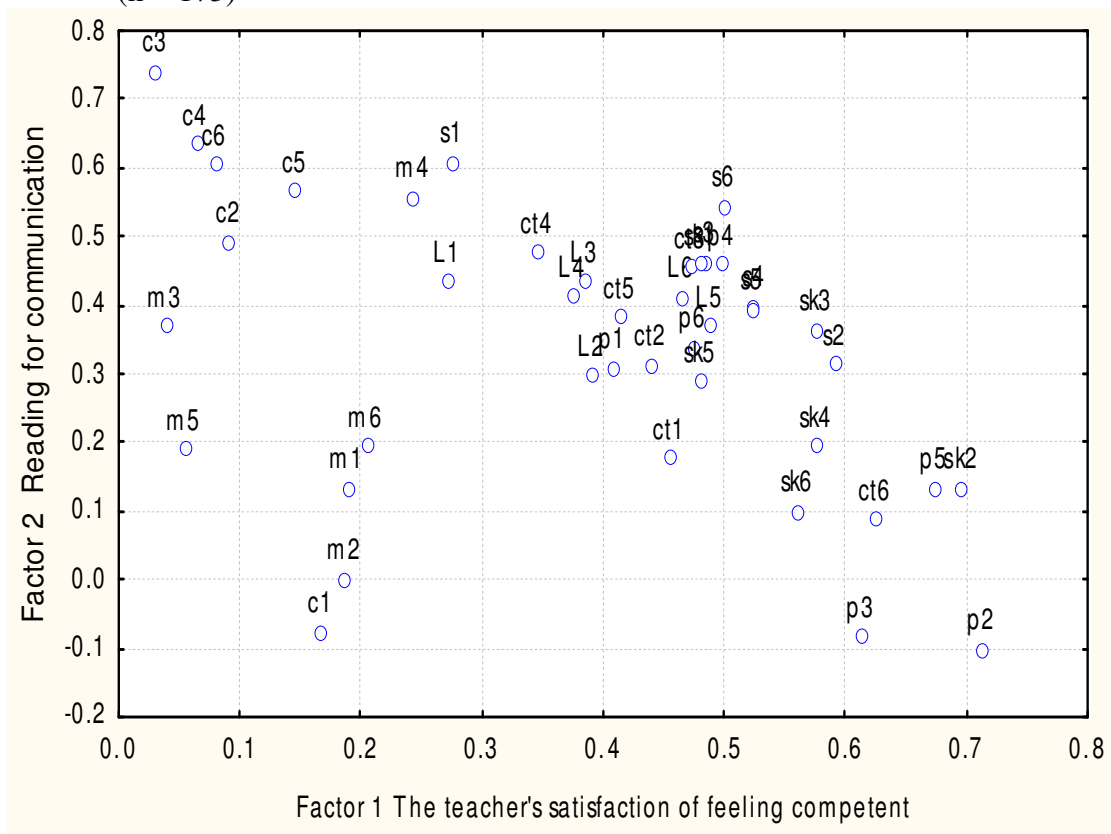
Only factor loadings of >0.70 are highlighted.

### Comments, remarks and reflections

Once again, using the 42 unrefined items, only three prominent factors were tending to emerge, and these appear to be in the areas of “*reading for communication*”, “*reading for pleasure*” and “*reading for skills development*”.

- b) Using a varimax normalised rotation and principal components extractions these 42 items’ measured associations are depicted in Figure 4.3, illustrating the extent to which they tend either to cluster or scatter.

**Figure 4.3** The response data generated by repeat-workshop version 8 of the CIERTQ (n = 173)



Key to the labels used in the graph:

(m = *reading for meaning*; c = *reading for communication*; L = *reading to learn*;

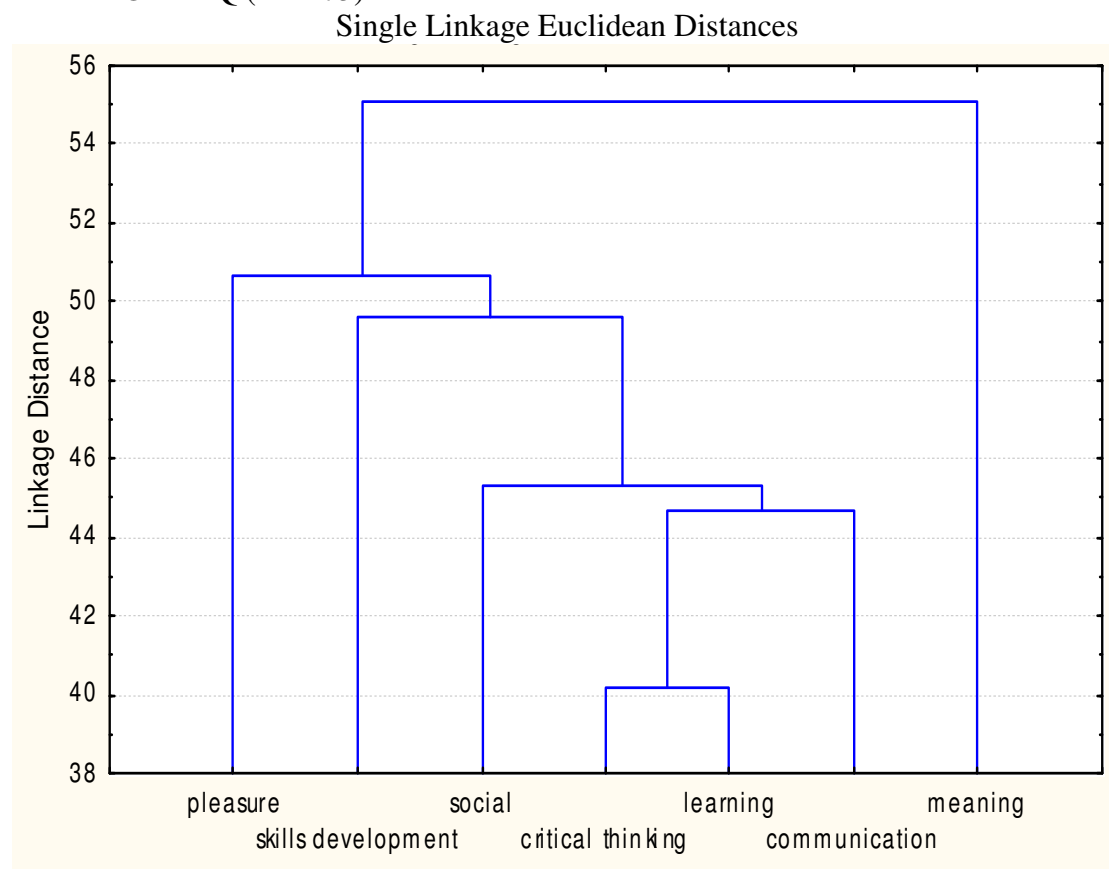
ct = *reading for critical thinking*; s = *reading to be sociable*; p = *reading for pleasure*; sk = *reading for skills development*)

### Comments and remarks

Figure 4.3, rotation varimax normalized, possibly suggests the emergence of a preliminary general straight line, although there are many items scattered outside and around its periphery. The general line is becoming more noticeable than the graph of the responses to the pre-workshop version 8 of the CIERTQ (Figure 4.2 on page 145).

- c) The clustering of factors is also depicted in an alternative way in Figure 4.4 by presenting tree diagrams of the response data.

**Figure 4.4** Tree diagram for the response data generated by repeat-workshop version 8 of the CIERTQ (n = 173)



### Comment

In the progression from Figure 4.2 on page 145 to Figure 4.4 on page 150, the “*reading for critical thinking*” and “*reading for learning*” linkage distance from the baseline has improved by strongly decreasing from 83 down to 40, which is a much more desirable statistical result in terms of the theory of CLE and reading. The workshop participation of two full Saturdays

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appeared to clarify for the teachers what was involved in the daily practice of being a proficient reading teacher.

These analyses and findings prompted the outcome of a re-wording of some of the sectors and items in version 8 to produce version 9 of the CIERTQ.

Three sectors (*reading for communication, reading to be sociable and reading for pleasure*) retained their designations. Three sectors slightly changed their descriptions or designations (*reading for meaning, skills development and reading for learning*) to become *reading for meaning and interpretation, reading strategies and reading for understanding and application*. The designation *reading for critical thinking* was replaced with a more apt descriptor; and *reading for reflection* and *serendipitous items* were added.

#### **Refined version 9 (n = 144) with 41 items (all data intact)**

- a) A cautious factor analysis (Table 4.11 on page 152) was performed on the response data, obtained with a new participant group of workshop participants, and prominent factors with Eigenvalues greater than 1.000 were retained. For version 9, factor loadings > 0.60 will be highlighted as indicating a possible trend, since only n = 144 participants were available instead of the more desirable n = 820 required for a definitive factor analysis with 41 items.



**Table 4.11** Results of a cautious varimax normalized factor analysis of the responses of the 144 teachers of reading to the more refined version 9 of the CIERTQ comprising 41 items, with factor loadings greater than 0.60 (i.e. three factors)

Item no.	Variable	Factor 1	Factor 2	Factor 3	Key to the labels used in the graph:
1	c1	0.12	0.37	-0.15	<i>c = reading for communication</i>
2	c2	0.20	0.38	0.15	
3	c3	0.16	0.47	0.15	
4	c4	0.15	0.15	0.52	
5	m1	0.01	0.78	-0.03	<i>m = reading for meaning and interpretation</i>
6	m2	0.08	0.70	-0.00	
7	m3	0.03	0.67	0.30	
8	m4	0.07	0.67	0.30	
9	p1	0.56	0.35	0.01	<i>p = reading to enhance pleasure</i>
10	p2	0.59	0.19	0.08	
11	p3	0.23	0.38	0.40	
12	p4	0.45	0.30	0.33	
13	r1	0.30	0.12	0.60	<i>r = reading for reflection</i>
14	r2	0.22	0.45	0.30	
15	r3	0.33	0.01	0.41	
16	r4	0.49	0.35	0.39	
17	so1	0.27	0.45	0.30	<i>s = reading to be sociable</i>
18	so2	0.22	0.30	0.21	
19	so3	0.13	0.24	0.69	
20	so4	0.04	0.23	0.78	
21	so5	0.45	0.40	0.29	
22	so6	0.29	0.51	0.20	
23	st1	0.19	0.00	0.60	<i>st = reading for strategies development</i>
24	st2	0.29	0.33	0.48	
25	st3	0.50	0.33	0.23	
26	st4	0.52	0.21	0.25	
27	st5	0.42	0.16	0.51	
28	st6	0.41	0.42	0.14	
29	st7	0.61	0.13	0.12	
30	st8	0.47	0.29	0.32	
31	u1	0.42	0.20	0.22	<i>u = reading for understanding and application</i>
32	u2	0.72	-0.01	0.20	
33	u3	0.69	0.15	0.12	
34	u4	0.70	0.04	0.10	
35	se1	0.23	0.02	0.63	<i>se = serendipitous items</i>
36	se2	0.63	0.23	0.23	
37	se3	0.76	0.05	0.17	
38	se4	0.74	0.12	0.32	
39	se5	0.68	0.16	0.28	
40	se6	0.72	0.15	0.20	
41	se7	0.71	0.24	0.21	

Factor loadings > 0.70 are highlighted with heavier shading.

Factor loadings > 0.60 are tentatively highlighted with lighter shading.

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Comments, remarks and reflections

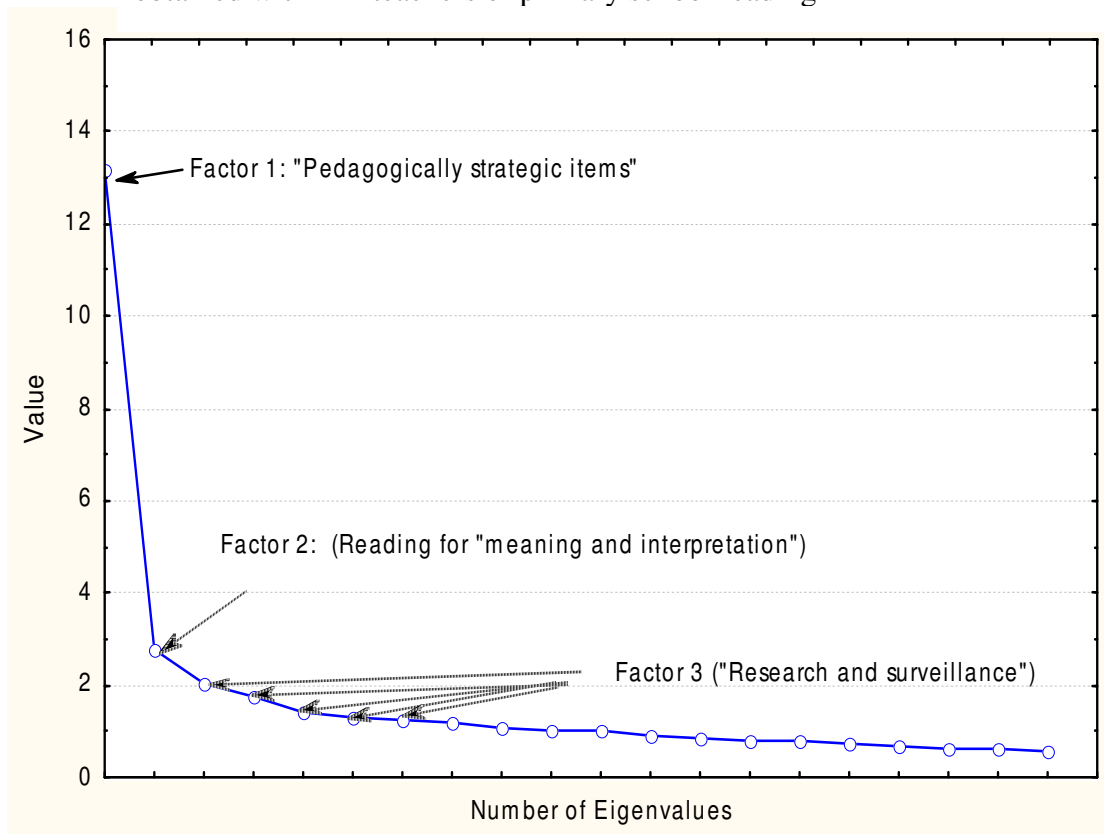
Using the more linguistically refined 41 items, the three prominent factors with factor loadings  $> 0.60$  that appear to be emerging were as follows:

- Factor 1 now includes “*reading for understanding and application*”, “*serendipitous items*” and “*reading for strategy development*” as the most prominent dimensions; and the “*serendipitous items*” appear to be items of support. In short, all nine items (variables) strongly associated with factor 1 could be interpreted and described as pedagogically strategic items.
- Factor 2 (four items) appears more concerned with “*reading for meaning and interpretation*”; and
- Factor 3 (five items) appears to be concerned with “*reading for socializing*”, but is still heterogeneous in its composition, and might be considered as representing “research and surveillance”.

Also, whereas the unrefined versions 8 of the CIERTQ yielded only three or four items with factor loadings  $> 0.70$  (Table 4.9 on page 143 and Table 4.10 on page 148), the more refined version 9 has now produced nine items with factor loadings  $> 0.70$ . This result implies that the construct validity of the CIERTQ is improving, as the wording of its items becomes progressively refined.

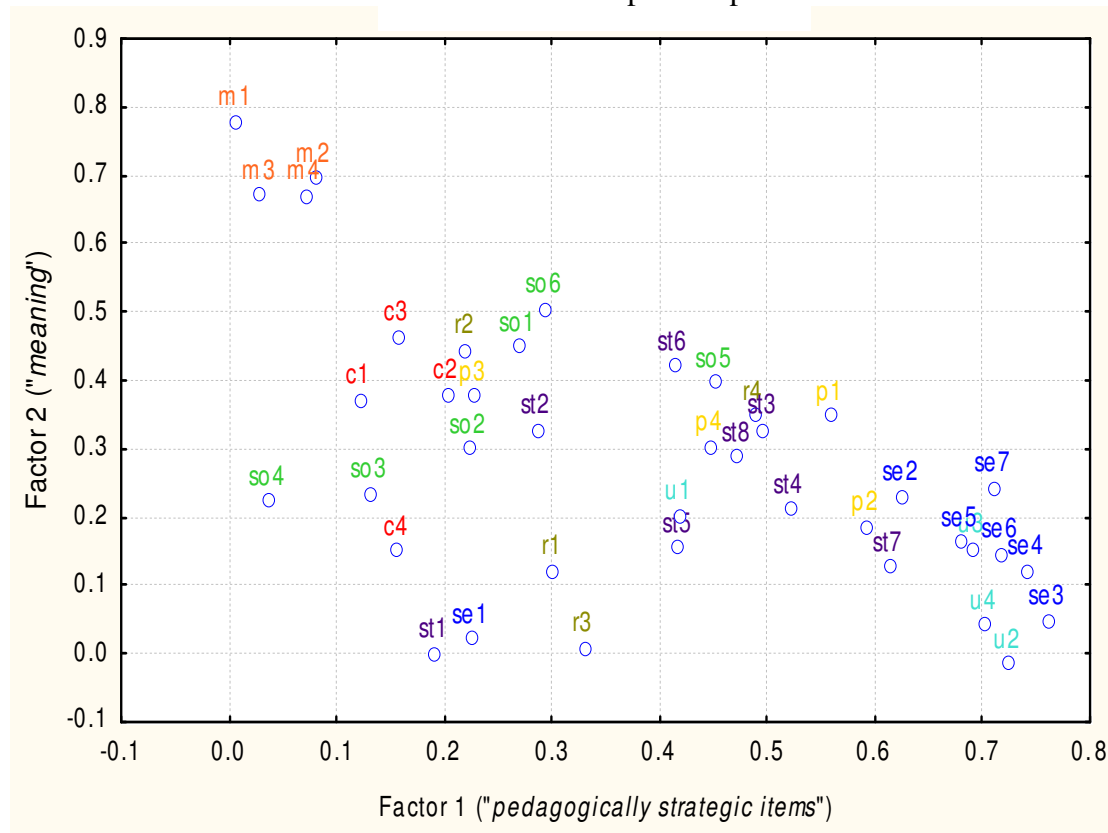
Figure 4.5 clarifies the above results by means of a scree plot.

**Figure 4.5** Scree plot of the Eigenvalues for version 9 of the CIERTQ questionnaire obtained with 144 teachers of primary school reading



- b) These 41 items' measured associations are depicted on a graph in Figure 4.6 on page 155, illustrating the extent to which they tend to either scatter or cluster, when plotted on a 2D graph with the prominent factors as X-and Y-axes ("pedagogically strategic items" and "reading for meaning").

**Figure 4.6** Factor Loadings for version 9 of the CIERTQ (n = 144). Factor 1 vs. Factor 2.  
Rotation: Varimax normalized  
Extraction: Principal components



Key to the labels used in the graph:

(**c** = reading for communication; **m** = reading for meaning and interpretation;  
**p** = reading to enhance pleasure; **r** = reading for reflection; **so** = reading to be sociable; **st** =  
reading for strategies development; **u** = reading for understanding and application; **se** =  
serendipitous items)

#### Comments and remarks

Figure 4.6, rotation: varimax normalized, displays a simplified representation of the finding that many of the related items in version 9 of the CIERTQ have now tended to form small groups of identifiable and significant clusters along a straight line. What has emerged is a discernable sense of structure in the teachers' responses that has a natural coherence in harmony with current theory. For example, a complete table of correlations reveals that the "serendipitous" items are correlating among themselves with high values such as 0.65, 0.67 and 0.73 etc. (See Appendix 15 on pages 336 – 339 for the full table of correlations). At the other end of the graph, the responses to the items for "reading for meaning" are also correlating among themselves with relatively high values such as 0.54 and 0.59 etc.

The following explanation is suggested:

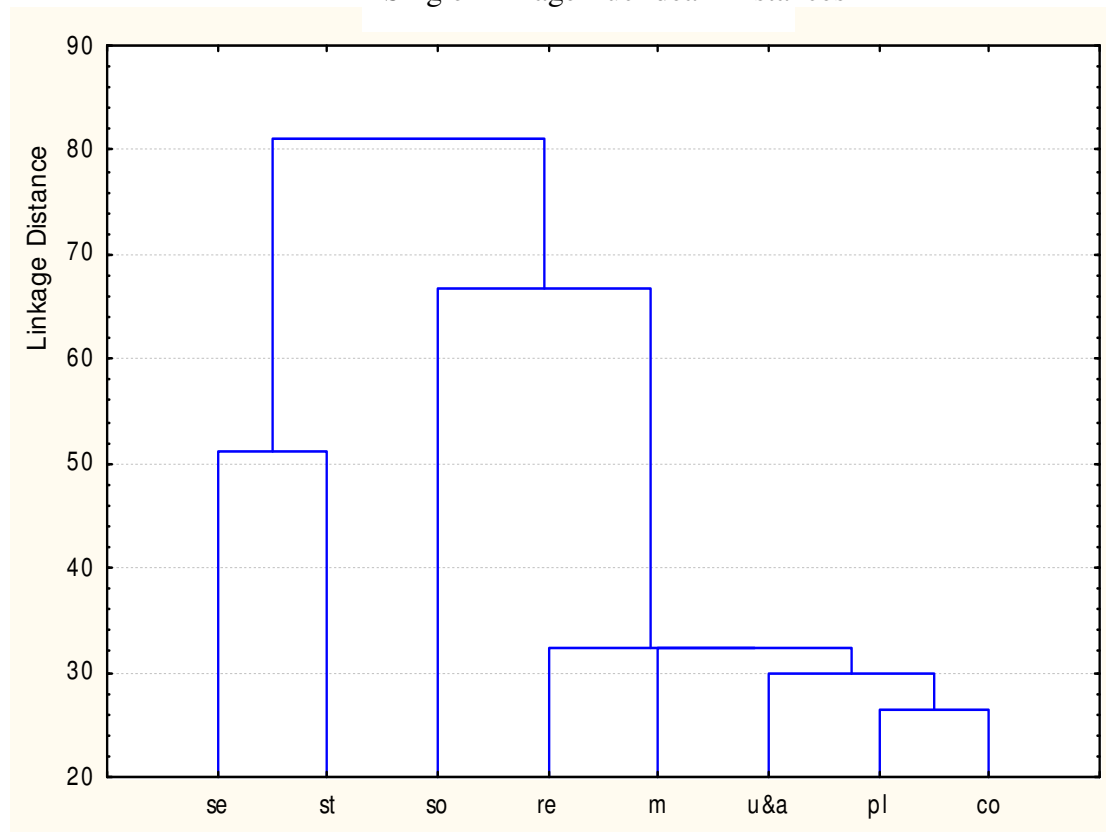
a) In Figure 4.6 on page 155 the eight distinguishable or discernable sectors or groupings emerging within the 41 items are connected as follows: -

- **Reading for communication (c):** Items c1, c2, c3 are clustered together. However, item c4, which reads: *“Allows learners to give their opinions of the text without interruptions”*, is separated from the other items. A reason for this result might be the requirement that the reader should reflect on two different criteria simultaneously: viz., a) give their opinions and b) without interruptions.
- Consequently in version 10 item 41 will therefore be worded **“Allow learner’s time to give their opinions of the text.”**
- **Reading for meaning (m):** All the items are distinctively clustered together.
- **Reading for pleasure (p):** Items p1, p2 and p4 are clustered closely but item p3 is separated. However, item p3 reads: *“Explain where to find the most popular books in their communities”*. Thus, it is concerned with a community issue, whereas the other items deal with classroom-based issues.
- **Reading for reflection (r):** Items r1 and r3 lie outside the main line of clustering, with items r2 and r4 on the inside. Items r2 and r4 ask the reader one question whereas items r1 and r3 ask two questions. For example: Item r3 reads: *“Compare and contrast text information with their learners”*. If this question encapsulated only one skill - either compare or contrast - perhaps it would link more with items r1 and r3. Consequently, in version 10 item 36 has been re-worded to read **“Compare text information with their learners.”**
- **Reading for socializing (so):** The “so” items are stable on Factor 1 (*“meaning”*), with values on the y - axis ranging narrowly between 0.2 and 0.5. However, in terms of the x – axis (Factor 2), they are scattered, with x – axis locations ranging from 0 to 0.44
- Item so3 reads *“Explore texts by looking at interpersonal relationships amongst the characters in a story”*. This compounded or double-barreled question is asking for two tasks to be carried out: a) explore the texts, and b) look at interpersonal relationships amongst the characters in the story. Perhaps if this question focused only on looking at the interpersonal relationships of the characters in the story, then

responses to it would be more in line with the others. Hence, in version 10 item 19 has been re-worded to read **“Discuss interpersonal relationships amongst the characters in a story.”**

- Item so4 reads *“Check to see that different readers understand the content of a story in the same way”*. Although the factor analysis suggested a strong connection with factor 3, provisionally designated as Research and Surveillance, the researcher believes this item would be more appropriate with sector 7, Understanding and application. It is also more congruent with the other items in this sector.
  - **Reading for strategy development (st):** All items except item st1 are reasonably well connected; only st1 is an outlier. Item st1 reads, *“Teach learners to apply their knowledge of phonics when reading difficult words.”* Although teachers from grades 1 to 7 completed this questionnaire, it is realistically only educators of grades 1 to 3 who teach phonics. Perhaps this question is really only applicable to them, whereas all the other items are applicable to all grades.
  - **Reading for understanding and application (u):** All items are reasonably well clustered along the line. Item u1 is further away from u2, u3 and u4. Item u1 reads *“Demonstrate an understanding of the text by making predictions”*. Again this question asks the reader to perform two tasks: a) demonstrate an understanding, and b) make predictions. In version 10 item 38 has been re-worded to read *“Make predictions from the passage”*.
  - **Serendipitous items (support items) (se):** Item se1 is separate from the others, which are nicely clustered. This item is worded as *“Encourage their learners to find resources inside their school to complete projects”*. A possible interpretation of its outer-lying position might be that the item also asks about resources inside the classroom, which could expose inadequacies in the school environment.
- b) The linkages between the responses to these eight discernible, theoretically consistent sectors or groupings in version 9 are depicted in Figure 4.7 on page 158 to illustrate the new extent to which they tend to either cluster or dissociate.

**Figure 4.7** Tree diagram for data generated by version 9 of the CIERTQ (n = 144)  
Single Linkage Euclidean Distances



Key to the labels used in the graph

(se = *serendipitous items*; st = *reading for strategies development*; so = *reading to be sociable*; re = *reading for reflection*; m = *reading for meaning and interpretation*; u&a = *reading for understanding and application*; pl = *reading to enhance pleasure*; co = *reading for communication*)

#### Comments and remarks

Figure 4.7 presents the hierarchical tree diagram graph obtained from the scores of 144 teachers on version 9 of the reformulated version of the questionnaire administered to teachers attending the NPDE literacy course.

From the unrefined version 8 to the more refined version 9, the shape of the tree diagram of responses has changed because the nature and wording of the questionnaire has become progressively improved through feedback obtained in the on-going trials. The linkage distances now obtained - and depicted closer to a baseline value of only 20 - are seen to be dropping closer to the zero base-line (the ideal), as the items' wording in the CIERTQ becomes increasingly refined and less ambiguous.

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Figure 4.7 clarifies, from right to left, in order of central importance and relevance, the tight clustering of the factors for *(co)* = reading for communication; *(pl)* = reading for pleasure; *(u & a)* = understanding and application; *(m)* = meaning and interpretation; *(re)* = reflection; and *(so)* = socializing. Reading for strategy development *(st)* and serendipitous items *(se)* appear to be isolated from the others, although they are related in some broader way to other factors on the right hand side of the graph.

One interpretation might be that the 144 teachers cannot reach consensus about the sectors *(se)* and *(st)* being a close part of the other tight cluster of five sectors on the right hand side of the graph.

Thus, to answer research question 6.3, presented on page 142, it is found that improvements do occur in the structure, composition and wording of the CIERTQ with the refinement of version 8 items to version 9 items. There is clear evidence to suggest that the thematic clusters of items, emerging through the factor and tree diagram analyses of teachers' responses to version 9, do tend to become more discernibly cohesive overall.

Provisional version 10b is presented on page 157 showing the results of the cluster analysis.



**Table 4.12** Provisional version 10b of the CIERTQ after the cluster analysis

<b>I believe that the <u>best</u> teachers of reading in the primary classes do the following on a daily basis in order to help learners become competent in literacy</b>	<b>Not relevant</b>	<b>Some relevance</b>	<b>Relevant</b>	<b>High relevance</b>	<b>Essential</b>
<b>Reading scaffolding techniques:</b> <i>The best teachers of reading are those that:</i> 1. Encourage their learners to find fictional and non-fictional materials in response to a theme. (version 9 item p1) 2. Display these books in the class to encourage the learners to read them. (version 9 item p2) 3. Allow time for their learners to retell the story in their own words. (version 9 item u2) 4. Read, understand and write using a variety of text types with their learners. (version 9 item u3) 5. Refer to and use stories to solve social problems in the class such as stealing. (version 9 item u4) 6. Allow opportunities to teach the meanings of difficult vocabulary. (version 9 item se3) 7. Ask probing questions about the content to see if their learners understand the text. (version 9 item se4) 8. Choose appropriate text resources to solve problems and make decisions. (version 9 item se5) 9. Link the text to the learner's prior knowledge. (version 9 item se6) 10. Allow their learners time to respond to what has been read. (version 9 item se7) 11. Allow their learners to summarise written text. (version 9 item st4)	0	1	2	3	4
<b>Reading for meaning and interpretation:</b> <i>The best teachers of reading are those that:</i> 12. Explore different interpretations of idiomatic and figurative expressions found in text. (version 9 item m&i1) 13. Explore the moral of a story. (version 9 item m&i2) 14. Explore the deeper meaning of a story. (version 9 item m&i3) 15. Compare and contrast elements in a story such as character, setting or events. (version item m&i4) 16. Make time to talk about author's styles of writing. (version 9 item r2) 17. Speak to the learners in an ordered, clear and well-organised manner. (version 9 item c2)	0	1	2	3	4
<b>Reading for research and surveillance:</b> <i>The best teachers of reading are those that:</i> 18. When choosing a book, guide their learners to read reviews rather than looking at covers. (version 9 item r1) 19. Discuss interpersonal relationships amongst the characters in a story. (version 9 item so3) 20. When reading, encourage their learners to self-correct so that the meaning is maintained. (version 9 item st5) 21. Encourage their learners to find resources inside their school to complete projects. (version 9 item se1) 22. Identify popular reading resources in the community. (version 9 item p3)	0	1	2	3	4
<b>Reading for reflection and analysis:</b> <i>The best teachers of reading are those that:</i> 23. When reading books encourage objective discussions on controversial social issues. (version 9 item so1) 24. Encourage their learners to make judgments about information in the text. (version 9 item so5) 25. Use graphic aids such as graphs and tables to interpret information in a text. (version 9 item so6) 26. Allow time for their learners to skim and scan the text to find relevant information. (version 9 item st6) 27. Provide opportunities to discover major ideas in text and supporting ideas. (version 9 item se2) 28. Sensitise learners to cultural issues. (version 9 item so2) 29. Spend time analysing plots and characters of stories. (version 9 item st8)	0	1	2	3	4
<b>Reading for understanding:</b> <i>The best teachers of reading are those that:</i> 30. Teach learners to apply their knowledge of phonics when reading difficult words. (version 9 item st1) 31. Re-read the text if the meaning is not clear. (version 9 item st3) 32. Teach editing skills such as spelling, grammar and punctuation. (version 9 item st7) 33. Encourage their learners to read with appropriate expression. (version 9 item st2) 34. Build a rapport with their learners. (version 9 item c1) 35. Check to see that different readers understand the content of a story in the same way. (version 9 item so4)	0	1	2	3	4
<b>Reading for application:</b> <i>The best teachers of reading are those that:</i> 36. Compare text information with their learners. (version 9 item r3) 37. Use discussions from the text as a form of review. (version 9 item r4) 38. Make predictions from the passage. (version 9 item u1) 39. Role model social skills such as taking turns and listening to others. (version 9 item p4)	0	1	2	3	4
<b>Reading to make judgments:</b> <i>The best teachers of reading are those that:</i> 40. Use correct grammatical structures when speaking to their learners. (version 9 item c3) 41. Allow learners time to give opinions of the text. (version 9 item c4)	0	1	2	3	4

**Research Question 7: Detailed critique by selected experts (two educational officials) of versions 9 and 10 of the CIERTQ**

**Does the final (established) version of the profile of professional competencies, or core indicators, withstand the critical, in-depth professional assessment of a small selection of experts (two educational officials and one lecturer) in reading literacy, chosen from both the developing world, the developed world and academia? If not, are there any additional recommendations that the CIERTQ be appreciably modified, amended, divided or expanded still further? Do the interviewees agree with the statistical findings generated by the penultimate version of the CIERTQ?**

The researcher interviewed two literacy experts (education officials) together for their evaluation of the proposed composition and wording of version 10 of the CIERTQ. Currently they work in both developing and developed schools in the Cape Province and they are leaders of literacy in their regions. They will be referred to as interviewee 1 and interviewee 2 respectively to preserve anonymity – Int1 and Int2. Subsequently the researcher also interviewed a third expert – a lecturer with a PhD in early literacy - and asked her professional judgment and consideration of the emergent sectors and items. She will be referred to as Int3.

Conversations, quoted verbatim below, are set out in smaller font, single-spaced and indented.

The following questions were discussed and followed by a brief summary of their outcomes:

**Question 7.1 Interviewer: From your own personal experience in the field of literacy, what is your impression of the items in version 9 and version 10 of the CIERTQ?**

Int2 and Int3 recommended a relocation for items 37 and 38 in version 9 (items 6 and 7 in version 10) viz: “*Allow opportunities to teach the meanings of difficult vocabulary*” and “*Ask probing questions about the content to see if their learners understand the text*”. They both recommended that these two items be included in the sector for **Reading for understanding** since these pedagogical skills are intended to improve the learners’ comprehensive

understanding of texts. This suggestion is also consistent with the factor analysis pattern of version 9 of the CIERTQ presented in Table 4.12 on page 160 and discussed on page 159.

Int1 commented that item 33 in version 10 “*Encourage their learners to read with appropriate expression*” was located particularly appropriately in the sector for **Reading for understanding**.

Both experts (education officials) suggested that a new item be considered for inclusion in the **Reading for application** sector, namely: “*Apply learners’ knowledge of reading skills by writing stories*”. Although the researcher agreed with the importance of this new item, the focus of this questionnaire has been primarily on reading skills and not on writing skills. Consequently it was decided not to include this orally suggested item in version 10 of the CIERTQ.

Int3 stated:

My experience of lots of Foundation Phase (Grade R – 3) teachers is that ‘morals’ is about the only thing that they really focus on and none of these other aspects.

Later on in the conversation she asked whether the research was going to look into the three rough divisions like the Foundation Phase (grades R to 3), the Intermediate Phase (grades 4 to 6) and grade 7 and eliminate what they each say is important.

However, this suggestion was not taken up because it was not the focus of the thesis, although it might form an important future extension of it.

Int3 considered that version 10 item 6, “*Choose appropriate text resources to solve problems and make decisions*” is a very relevant question. She said:

It’s finding the resources that are appropriate for the question that’s being asked – right? If this is my project what are the most appropriate books for me to consult and then select an appropriate text is how to find the most relevant information – what is this text offering.

She assessed version 10 item 13, “*Compare and contrast elements in a story such as character, setting or events.*” as really important:

the exposure to the notion of story components, characters, setting and events, what do those terms mean and how do we identify those in the text? It's quite related to "Reading for reflection and analysis" too but I think it is best suited with "Reading for meaning and interpretation". But it's almost like the meta-level of understanding components.

Int3 devoted much discussion to the issue of "text types". She stated:

I was wondering if that could be expanded.... - for instance if you are thinking about, you know, the differences between a fictional story or a scientific or poetry or something like that as opposed to an historical account as opposed to an argument or whatever. And again, yes, even without necessarily having the kind of terminology, I think it is understanding the different requirements of those different genres.

Although version 10 of the CIERTQ has a few items dealing with a variety of text types (items 1, 4, 6 and 20), the researcher agrees with Int3 and - through oral discussions - the different requirements of the genres could be "expanded".

### **Question 7.2 Interviewer: Would you like to rename any of the sectors in version 10 of the CIERTQ?**

The experts suggested that the designated subheading, **Reading for research and surveillance**, be reworded as **Reading for scanning and research**. They felt that a teacher's scanning and researching are similar and equally important tasks, but with one being a simpler task and the other being a more complex task.

As a result of this renaming, item 41 "*Allow time for their learners to skim and scan the text to find relevant information*", should become item 25 and should be included in this sector called **Reading for scanning and research**.

The experts made favourable comments about the sector named **Reading for reflection and analysis**. Int1 stated:

I like it, I like it because, at the end of a book, you have to reflect on what you've read and make your own analysis.

Although there was not a substantial discussion in the interview as to whether the sectors reflected the learning outcomes as described in the new RNCS (2002b) Home Language policy document, they did agree that the sectors in version 10 of the CIERTQ fairly reflected those advocated in the document.

Int3 wondered whether having typed sub-headings in each sector was actually helpful or unhelpful to the teachers dealing with the questionnaire. She wondered whether it could predispose them to looking at items in a particular way and bias their reaction. Although suggested sub-headings are supplied, and there are headings in version 10, they were omitted from version 9. However, should version 10 be trialled further, the headings would be removed. The sequence of the items would be jumbled and not presented in sectors, as they were in version 9 of the CIERTQ.

Int3 also wondered whether inserting an open-ended prompt question at the beginning of the survey would elicit an initial, helpful, instinctive response to the teaching of reading. This suggestion was taken up and is now offered on the cover page of the version 10 of the questionnaire.

**Question 7.3 Interviewer: From your own personal expert experience in the field of literacy, what is your interpretation of the results of the following graphs (Figures 4.4 and 4.7)?**

Both Int1 and Int3 appeared demonstrably pleased and “*comfortable*” to see that ultimately reading for meaning and communication had become more prominent and central in the tree-graph of responses, since these concepts are crucial aspects of the philosophy of CLE. Referring to the programme participants, Int2 commented by saying that it:

could have something to do with the training that they’ve been receiving, that they have implemented more of what they have received.

Int2 noted:

You know, if they don’t enjoy it and communicate about it ...

and Int2 continued this comment by saying:

... they won’t understand, and it won’t make any meaning.

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**Question 7.4 Interviewer:** Look at the mean scores from version 9 of the CIERTQ and discuss the significance of the items with the high and low means. Do you agree/disagree with any of the items with the high or low (response) means? Should any of these items be left out, modified, amended or expanded still further in the next version 10 and, if so, why do you say so?

Table 4.13 on page 166 summarises the responses of Int1 and Int2 to selected items in version 9 of the CIERTQ with either high or low mean scores.

**Table 4.13** A summary of the critical responses of two expert interviewees to selected items in version 9 of the CIERTQ

VERSION 9 of the CIERTQ			
Variable/Item and its classification	Mean Score (max.4)	Item, and its grouping	Comments made verbatim by experts
Item 3	3.72	c3. Use correct grammatical structures when speaking to their learners.	<i>As I said earlier, that if we don't correct their grammar at the beginning they grow up without it and it's quite difficult to change later on, so with me it's important. (Int1)</i>
Item 10	3.64	p2. Display these books in the class to encourage the learners to read them.	<i>Good (Int1)</i>
Item 12	3.64	p4. Discuss how to implement social skills such as taking turns and listening to others.	<i>Good (Int1)</i>
Item 14	2.72	r2. Make time to talk about author's styles of writing.	<i>It's quite important when a report genre fails to differ with the explanatory genre, because of the following reasons. We need to discuss the author's style of writing to give their essays a clear picture and structure. (Int1)</i>
Item 17	3.13	so1. When reading books encourage objective discussions on controversial social issues.	<i>They don't understand that they should also, you know, explore that skill or experience when teaching. (Int2)</i>
Item 19	3.13	so3. Explore texts by looking at interpersonal relationships amongst the characters in a story.	<i>The example that came to mind now. If I've read from Drum - and when we read in those questions and answer - they found out that most teenagers are really facing problems and the solutions to their problems, because they are now talking to the nation and trying to help them. So that the other one who hasn't come across with the same problem is also skilled to that problem. That's why I think to me this one, I would rate it higher. (Int1)</i>
Item 22	2.81	so6. Use graphic aids such as graphs and tables to interpret information in a text.	<i>Perhaps they don't know how to use it – you can use it in the Foundation Phase but on a very basic level. (Int2)</i>
Item 23	3.69	st1. Teach learners to apply their knowledge of phonics when reading difficult words.	<i>Yes, but I think there are other skills, other than phonics; it is important but not so important. (Int2)</i>
Item 25	3.68	st3. Re-read the text if the meaning is not clear.	<i>Yes. (Int1)</i>
Item 29	3.69	st7. Teach editing skills such as spelling, grammar and punctuation.	<i>Yes. (Int1)</i>
Item 32	3.74	u2. Allow time for their learners to retell the story in their own words.	<i>Good. (Int1)</i>
Item 34	3.60	u4. Refer to and use stories to solve social problems in the class such as stealing.	<i>Good. (Int1)</i>
Item 37	3.68	se3. Allow opportunities to teach the meaning of difficult vocabulary.	<i>Good. (Int1)</i>
Item 38	3.67	se4. Ask probing questions about the content to see if their learners understand the text.	<i>Good – I wanted that one about asking different types of questions. (Int1)</i>
Item 40	3.63	se6. Link the text to the learner's prior knowledge.	<i>We agree. (Int1)</i>
Item 41	3.72	se7. Allow learners time to respond to what has been read.	<i>We agree. (Int1)</i>

The experts agreed that items 14, 17 and 19 are all very important skills that proficient teachers should be implementing with their learners. Consequently, they would like to focus more attention on these three issues when training their teachers in the field.

They also agreed with the wording and value of all the items that recorded a high mean score.

**Question 7.5 Interviewer: With reference to the CIERTQ do you think there should be different theories of reading or approaches to the teaching of reading for developed and developing schools?**

Int1 mentioned:

I have tried to involve the developed schools. They even said to me, oh try to take it to other schools first. The developed schools are far below, because they are doing their methods and they think they are fine.

Int2 added:

I don't think a different theory but definitely a different approach – I mean the theory has to be the same. I don't see that you start or that you do a different thing. I think you just start on a different level and then you go a bit slower.

**Question 7.6 Interviewer: In the RNCS (2002b) Home Language policy document the literacy skills are divided into the Foundation Phase, the Intermediate Phase and the Senior Phase. Considering the CIERTQ, are these skills generic across all the phases?**

Int1 stated:

Yes, I agree, I don't have a problem with it – I think that one size fits all.

#### Comments, remarks and reflections on the outcomes of the interview

- The suggested changes to the items and sectors were accepted as offered, and they were all incorporated into the wording and structure of final version 10c of the CIERTQ, in Table 4.14 on page 169.
- When introducing a new literacy approach to a province there will always be teething problems, and the expert education officials were very aware of the issues that are



impeding the implementation of CLE into schools. At the same time they are very positive about the programme and its benefits to both the teachers and the learners.

- Although there are no different theories of literacy for developed and developing schools, what has become apparent is that reading skills should be generic across all age groups from grades 1 to 7. In other words, we should not divide them into Foundation Phase, Intermediate and Senior Phase reading outcomes. The key issue is pacing, rather than content issues.

**Table 4.14** Provisional version 10c of the CIERTQ after interviews with Int1, Int2 and Int3 in reading

<b>I believe that the <u>best</u> teachers of reading in the primary classes do the following on a daily basis in order to help learners become competent in literacy</b>	<b>Not relevant</b>	<b>Some relevance</b>	<b>Relevant</b>	<b>High relevance</b>	<b>Essential</b>
<b>Reading for scaffolding techniques:</b> <i>The best teachers of reading are those who:</i> 1. Encourage their learners to find fictional and non-fictional materials in response to a theme. (version 9 item p1) 2. Display these books in the class to encourage the learners to read them. (version 9 item p2) 3. Allow time for their learners to retell the story in their own words. (version 9 item u2) 4. Read, understand and write using a variety of text types with their learners (version 9 item u3) 5. Refer to and use stories to solve social problems in the class such as stealing. (version 9 item u4) 6. Choose appropriate text resources to solve problems and make decisions (version 9 item se5) 7. Link the text to the learner's prior knowledge. (version 9 item se6) 8. Allow their learners time to respond to what has been read. (version 9 item se7) 9. Allow their learners to summarise written text. (version 9 item st4)	0 0 0 0 0 0 0 0 0	1 1 1 1 1 1 1 1 1	2 2 2 2 2 2 2 2 2	3 3 3 3 3 3 3 3 3	4 4 4 4 4 4 4 4 4
<b>Reading for meaning and interpretation:</b> <i>The best teachers of reading are those who:</i> 10. Explore different interpretations of idiomatic and figurative expressions found in text. (version 9 item m&i1) 11. Explore the moral of a story. (version 9 item m&i2) 12. Explore the deeper meaning of a story. (version 9 item m&i3) 13. Compare and contrast elements in a story such as character, setting or events. (version 9 item m&i4) 14. Make time to talk about author's styles of writing. (version 9 item r2) 15. Speak to the learners in an ordered, clear and well-organised manner. (version 9 item c2)	0 0 0 0 0 0	1 1 1 1 1 1	2 2 2 2 2 2	3 3 3 3 3 3	4 4 4 4 4 4
<b>Reading for scanning and research:</b> <i>The best teachers of reading are those who:</i> 16. When choosing a book, guide their learners to read reviews rather than looking at covers. (version 9 item r1) 17. Discuss interpersonal relationships amongst the characters in a story. (version 9 item so3) 18. When reading, encourage their learners to self-correct so that the meaning is maintained. (version 9 item st5) 19. Encourage their learners to find resources inside their school to complete projects. (version 9 item se1) 20. Identify popular reading resources in the community. (version 9 item p3) 21. Allow time for their learners to skim and scan the text to find relevant information. (version 9 item st6)	0 0 0 0 0 0	1 1 1 1 1 1	2 2 2 2 2 2	3 3 3 3 3 3	4 4 4 4 4 4
<b>Reading for reflection and analysis:</b> <i>The best teachers of reading are those who:</i> 22. When reading books encourage objective discussions on controversial social issues. (version 9 item so1) 23. Encourage their learners to make judgments about information in the text. (version 9 item so5) 24. Use graphic aids such as graphs and tables to interpret information in a text. (version item so6) 25. Provide opportunities to discover major ideas in text and supporting ideas. (version 9 item se2) 26. Sensitise learners to cultural issues. (version 9 item so2) 27. Spend time analysing plots and characters of stories. (version 9 item st8)	0 0 0 0 0 0	1 1 1 1 1 1	2 2 2 2 2 2	3 3 3 3 3 3	4 4 4 4 4 4
<b>Reading for understanding:</b> <i>The best teachers of reading are those who:</i> 28. Teach learners to apply their knowledge of phonics when reading difficult words. (version 9 item st1) 29. Re-read the text if the meaning is not clear. (version 9 item st3) 30. Teach editing skills such as spelling, grammar and punctuation. (version 9 item st7) 31. Encourage their learners to read with appropriate expression. (version 9 item st2) 32. Build a rapport with their learners. (version 9 item c1) 33. Allow opportunities to teach the meanings of difficult vocabulary. (version 9 item se3) 34. Ask probing questions about the content to see if their learners understand the text. (version 9 item se4) 35. Check to see that different readers understand the content of a story in the same way. (version 9 item so4)	0 0 0 0 0 0 0 0	1 1 1 1 1 1 1 1	2 2 2 2 2 2 2 2	3 3 3 3 3 3 3 3	4 4 4 4 4 4 4 4
<b>Reading for application:</b> <i>The best teachers of reading are those who:</i> 36. Compare text information with their learners. (version 9 item r3) 37. Use discussions from the text as a form of review. (version 9 item r4) 38. Make predictions from the passage. (version 9 item u1) 39. Role model social skills such as taking turns and listening to others. (version 9 item p4)	0 0 0 0	1 1 1 1	2 2 2 2	3 3 3 3	4 4 4 4
<b>Reading to make judgments:</b> <i>The best teachers of reading are those who:</i> 40. Use correct grammatical structures when speaking to their learners. (version 9 item c3) 41. Allow learners time to give opinions of the text. (version 9 item c4)	0 0	1 1	2 2	3 3	4 4

**Research Question 8: Provisional structure and composition of version 10 of the CIERTQ with factor loadings of > 0.50****What will be the composition of the emerging sectors in the most improved final version of the CIERTQ?**

Before answering this question, it may be illuminating to recapitulate the changing composition of the earlier versions 8 and 9, before presenting version 10.

**The trial of Version 8**

Using version 8 of the CIERTQ (which comprised seven postulated sectors – Table 4.9 on page 143), 173 teachers completed both the pre-questionnaire (early 2002) and the repeat-questionnaire (late 2002). A cautious factor analysis was then conducted on the repeat-programme intervention responses. The varimax normalized rotation discovered that there were possibly eight factors in the responses of the 173 respondents, instead of the seven previously provisionally found with the 533 respondents' pre-questionnaire responses, prior to the workshops' programme of intervention. Details of the results of a preliminary trial factor analysis have been recorded in Appendix 16 on page 340.

Linking back to question 2, the 42 items comprising version 8 of the questionnaire were then regrouped more logically and consistently, guided by the provisional factor analysis. They were partly reclassified to formulate version 9, with improved wording of all items. Item 23 was eliminated as discussed on page 132. Item 34, however, had a relatively high mean score of 3.60 (78.4%); so this item was included in version 9 of the CIERTQ, although it had a low factor loading. The sentence compositions of all 41 items were also simplified and, where necessary, were clarified and then separated into component items. To clarify the meaning and interpretation of the main headings generated for each sector by factor analysis, three colleagues who lecture with the author were asked to give suggestions for a reformulated version of the questionnaire.

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**The trial of Version 9 (the penultimate version of the CIERTQ)**

As recorded in Table 4.3 on page 128, eight sectors had been provisionally identified in version 9 before it was administered to 144 reading teachers.

This reformulated version of the questionnaire (version 9) was then promulgated for further trial and refinement on two separate occasions during workshops, namely, in May 2003 with 105 respondents and on August 2003 with 39 qualified teachers (grades 1 - 7). These teachers had chosen voluntarily to extend their professional development in education by participating in further informal studies after normal class hours. All participant teachers had also attended at least 10 - 12 hours of additional voluntary workshop training in the CLE approach to reading and writing. Then, using these new response scores, a second cautious factor analysis was conducted, as presented in Table 4.15 on page 172.

Ideally, with 41 items in the survey, a fresh sample of  $n = 820$  reading teachers would be required in order to perform the next factor analysis with confidence. However, with only 144 new teachers of reading available, it was decided to utilize their response data cautiously, while lowering the customarily strict factor loading level of 0.70 to a more moderate level of 0.50, with the necessary caveats, which is standard practice in the literature (e.g. Fraser 1989).

**Table 4.15** A cautious varimax normalized factor analysis of the responses of 144 reading teachers to 41 items in version 9 of the CIERTQ with a postulated interpretation of seven factors accepted with loadings of at least 0.50 (i.e. seven factors)

Item no.	Variable	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
		Reading scaffolding techniques	Reading for meaning & interpretation	Reading for research & surveillance	Reading for reflection and analysis	Reading for understanding	Reading for application	Reading to make judgments
1	c1	0.02	0.25	-0.24	0.02	0.44	0.27	0.15
2	c2	0.11	0.39	0.01	0.00	0.18	0.32	0.10
3	c3	0.07	0.29	0.01	0.12	0.25	-0.06	0.70
4	c4	0.19	0.03	0.43	0.05	-0.08	0.28	0.58
5	m1	0.04	0.69	-0.07	0.25	-0.05	-0.07	0.33
6	m2	0.16	0.70	0.03	0.13	0.01	0.02	-0.01
7	m3	0.15	0.72	0.26	0.10	0.04	0.08	0.00
8	m4	0.14	0.60	0.20	0.11	0.10	0.34	0.19
9	p1	0.51	0.32	0.03	0.33	0.12	-0.20	0.17
10	p2	0.63	0.22	0.05	0.14	0.07	-0.24	0.19
11	p3	0.08	0.40	0.39	0.26	0.19	0.02	0.11
12	p4	0.27	0.11	0.07	0.25	0.15	0.38	0.40
13	r1	0.03	0.08	0.54	0.40	0.19	0.16	-0.14
14	r2	0.01	0.50	0.24	0.34	0.12	0.18	-0.14
15	r3	0.04	0.22	0.31	0.39	0.09	0.51	0.07
16	r4	0.19	0.23	0.15	0.43	0.09	0.53	0.18
17	so1	0.12	0.08	0.10	0.72	0.04	0.17	0.01
18	so2	0.15	0.11	0.13	0.38	0.11	0.24	0.16
19	so3	0.16	0.19	0.61	0.15	-0.06	0.41	-0.01
20	so4	0.09	0.13	0.78	0.13	0.11	0.09	0.09
21	so5	0.38	0.12	0.21	0.62	0.00	0.13	0.15
22	so6	0.22	-0.19	0.05	0.68	0.04	0.07	0.03
23	st1	0.06	0.18	0.50	-0.07	0.56	0.07	0.29
24	st2	0.13	0.09	0.37	0.43	0.31	-0.06	0.16
25	st3	0.25	0.19	0.10	0.31	0.58	-0.02	0.13
26	st4	0.42	0.05	0.12	0.30	0.13	0.15	0.20
27	st5	0.46	0.15	0.53	0.17	0.03	0.17	-0.05
28	st6	0.33	0.31	0.11	0.54	0.04	0.07	0.01
29	st7	0.49	0.04	0.04	0.08	0.62	0.00	-0.08
30	st8	0.29	0.26	0.20	0.33	0.32	0.37	-0.27
31	u1	0.33	0.04	0.00	0.26	-0.04	0.53	-0.08
32	u2	0.67	-0.12	0.07	0.18	-0.07	0.42	0.04
33	u3	0.71	0.02	0.02	0.21	-0.02	0.21	0.04
34	u4	0.72	-0.02	0.10	0.22	0.07	0.05	0.05
35	se1	0.18	0.10	0.71	0.1	-0.12	-0.14	0.09
36	se2	0.32	0.10	0.08	0.63	0.03	0.08	0.04
37	se3	0.66	0.12	0.15	0.14	0.29	0.17	-0.18
38	se4	0.64	0.05	0.14	0.15	0.25	0.32	0.13
39	se5	0.51	0.11	0.23	0.46	0.15	-0.02	-0.04
40	se6	0.71	0.20	0.13	0.07	0.10	0.08	0.09
41	se7	0.66	0.38	0.13	0.13	0.02	0.09	0.05

Only factor loadings > 0.50 are highlighted. (Note: Some factors in the range of 0.50 – 0.69 logically cluster with those above 0.70 in terms of the theoretical structures of the dissertation.)

#### Comments, remarks and reflections

From version 8 to version 9 all the items remain important (with the exception of one item, which was discarded), but certain groups of items change in importance from being sixth (e.g. items 38 – 42 in Appendix 16 on page 340) to first in importance in the improved version 9 in Table 4.15 on page 172.

After a series of recent minor revisions and re-arrangements subsequent to the above cautious factor analysis, the CIERTQ has evolved and developed to become the final proposed **version 10**. This version has emerged with seven modified or newly identified sectors with more appropriate items in each sector.

Items were readjusted and clustered under new sector names according to the results of the cautious factor analysis. For example, in version 9 item 4, “*Use correct grammatical structures when speaking to their learners*”, was moved to the sector, “*Reading to make judgments*” in version 10. The literature review confirms that learners need to be able to speak using correct grammatical structures when evaluating and making judgments.

The composition of these renamed or re-interpreted sectors is presented provisionally as follows:

- Reading scaffolding techniques: 9 items  
(From version 9 items 9, 10, 26, 32, 33, 34, 39, 40, and 41)
- Reading for meaning and interpretation: 6 items  
(From version 9 items 2, 5, 6, 7, 8, and 14.)
- Reading for scanning and research: 6 items  
(From version 9 items 11, 13, 19, 27, 28 and 35)

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- Reading for reflection and analysis: 6 items  
(From version 9 items 17, 18, 21, 22, 30 and 36,)
  - Reading for understanding: 8 items  
(From version 9 items 1, 20, 23, 24, 25, 29, 37, and 38,)
  - Reading for application: 4 items  
(From version 9 items 12, 15, 16 and 31)
  - Reading to make judgments: 2 items  
(From version 9 items 3 and 4).

To conclude, the finally adjusted and provisional wording of version 10 of the CIERTQ is presented below. The cover page will be the same as in version 9. Table 4.16 on page 175 therefore supplies a careful and detailed answer to question 7 posed on page 161.

It is interesting, from a methodological point of view, that it has taken nine versions of the CIERTQ to produce a stable and coherent provisionally final set of professional competencies. However, the most interesting aspect of this methodology shows that the use of large repeat samples has led to a better defined and well integrated description of the component sectors, in the emerging profile. Therefore a strong methodological feature of this research has been the clearly beneficial outcomes of an increasingly well-defined product, which I would recommend as a future methodological feature to be considered by future doctoral students.

**Table 4.16** Final version 10d of the CIERTQ

I believe that the <b>best</b> teachers of reading in the primary classes do the following on a daily basis in order to help learners become competent in literacy	Not relevant	Some relevance	Relevant	High relevance	Essential
<b>Reading for scaffolding techniques:</b> <i>The best teachers of reading are those who:</i> 1. Encourage their learners to find fictional and non-fictional materials in response to a theme. 2. Display these books in the class to encourage the learners to read them. 3. Allow time for their learners to retell the story in their own words. 4. Read, understand and write using a variety of text types with their learners. 5. Refer to and use stories to solve social problems in the class such as stealing. 6. Choose appropriate text resources to solve problems and make decisions. 7. Link the text to the learner's prior knowledge. 8. Allow their learners time to respond to what has been read. 9. Allow their learners to summarise written text	0	1	2	3	4
<b>Reading for meaning and interpretation:</b> <i>The best teachers of reading are those who:</i> 10. Explore different interpretations of idiomatic and figurative expressions found in text. 11. Explore the moral of a story. 12. Explore the deeper meaning of a story. 13. Compare and contrast elements in a story such as character, setting or events. 14. Make time to talk about author's styles of writing. 15. Speak to the learners in an ordered, clear and well-organised manner.	0	1	2	3	4
<b>Reading for scanning and research:</b> <i>The best teachers of reading are those who:</i> 16. When choosing a book, guide their learners to read reviews rather than looking at covers. 17. Discuss interpersonal relationships amongst the characters in a story. 18. When reading, encourage their learners to self-correct so that the meaning is maintained. 19. Encourage their learners to find resources inside their school to complete projects. 20. Identify popular reading resources in the community. 21. Allow time for their learners to skim and scan the text to find relevant information.	0	1	2	3	4
<b>Reading for reflection and analysis:</b> <i>The best teachers of reading are those who:</i> 22. When reading books encourage objective discussions on controversial social issues. 23. Encourage their learners to make judgments about information in the text. 24. Use graphic aids such as graphs and tables to interpret information in a text. 25. Provide opportunities to discover major ideas in text and supporting ideas. 26. Sensitise learners to cultural issues. 27. Spend time analysing plots and characters of stories.	0	1	2	3	4
<b>Reading for understanding:</b> <i>The best teachers of reading are those who:</i> 28. Teach learners to apply their knowledge of phonics when reading difficult words. 29. Re-read the text if the meaning is not clear. 30. Teach editing skills such as spelling, grammar and punctuation. 31. Encourage their learners to read with appropriate expression. 32. Build a rapport with their learners. 33. Allow opportunities to teach the meanings of difficult vocabulary. 34. Ask probing questions about the content to see if their learners understand the text. 35. Check to see that different readers understand the content of a story in the same way.	0	1	2	3	4
<b>Reading for application:</b> <i>The best teachers of reading are those who:</i> 36. Compare text information with their learners. 37. Use discussions from the text as a form of review. 38. Make predictions from the passage. 39. Role model social skills such as taking turns and listening to others.	0	1	2	3	4
<b>Reading to make judgments:</b> <i>The best teachers of reading are those who:</i> 40. Use correct grammatical structures when speaking to their learners. 41. Allow learners time to give opinions of the text.	0	1	2	3	4



**Research Question 9: The effectiveness of the implemented CLE literacy programme**

**If the participant classroom-based teachers of reading are subsequently using the core teaching techniques identified in the CIERTQ, is there any recent supportive or collateral evidence that they are being effective in changing the literacy rate in the developing schools in South Africa?**

In 2003, one of the researcher's adjunct collaborative research projects - related to, but independent of, the current investigation - involved 2058 children (learners) in grades 1 to 7 (experimental group: n = 1031 and control group: n = 1027). Of the 259 schools involved, a sample of eight were comprehensively investigated using two days of language testing in each school. The resulting evidence (Donald 2004) showed conclusively that the implemented CLE literacy programme had been substantially and significantly effective.

The main summarised findings of this parallel, independent study reported by the writer in 2004 were:

- After three years of intervention, the results and findings indicated that the CLE programme had achieved its aims and was effective.
- On all the measures of learner performance employed, (Cloze, Dictation, Words, and Language and Creativity) the results were consistently positive.
- Qualitative teacher feedback had consistently supported the quantitative findings.
- The responses by parents to a questionnaire indicated a significant increase in parental support for reading development.

Appendix 17 on page 342 includes sample tables of the corroborative data and results taken from the writer's separate adjunct investigation.

When interviewing the two experts (educational officials) about which features of CLE (its nature and methods) were most effective, and what were not, they had the following to say:

Interviewer: What is not working about CLE?

Int1 replied:

What is not working is them to understand that it's not an add-on about CLE, but it's just different, a better way of working with your children.... Secondly, they think that since they were trained in CLE and then they were given material, we are supposed to go and replace their material – they do not put it on their own requisition list at the end of the year. Thirdly, since I've trained the Senior Phase educators, they felt that Stage 2 is quite okay, but it is only working for those who are advanced; and the problem of literacy, they are below the standard of grade 8, 9 or 10 – they are functioning at a lower age. Unfortunately for their teachers, they were trained high school teachers so they don't have any other skills or any other option to make it work in their classes. Fourthly, the principals don't see that teachers can use the thirty-minute reading period for CLE. We must also invite the principals to attend the training sessions.

The other thing that I fail to understand: some of our colleagues were trained in CLE and they are presenters of the RNCS. Why don't they bring it into their training?

Interviewer: What about CLE that does work?

Int1 contributed the following points:

What does work is there are better results for the learners, and I see the teachers have a lighter burden of work than they used to have where they were frightened of approaching new ideas and whatnot. They are flexible enough to approach new ideas first because they are also exposed to other strategies.

It is good as it builds their confidence and it also builds that communication to one another - how it is that we view this genre, why don't you try that one.

I sat down with my training team members and I said to them – guys why don't you go around? There are teachers who are implementing CLE, then you tell all those teachers they are going to do the training of the teachers for us. It was super! Good way - even this year we are going to do the same.

What works for us is that, after we finished every training session, we tell them go back to their schools and train their staff during the staff development time.

There are too many strategies on reading – I don't say they mustn't be there, but along the way it is also leading to confusion of teachers – we've got LIP (Literacy Intervention Project) and RIP (Reading Intervention Project – grade 8), we've got the 'hundred books' and then the teachers say, "Ag, we're confused, this is too much, and just fold their arms."

I think that also the training of teachers in the colleges has contributed -because all these strategies were supposed to be given to them as early as in the colleges. The teachers in the high schools - they pass the buck to the language teachers – they don't see that there is language in their content subjects.

Int2 mentioned the following points:

You don't need a lot of money. You don't need so many resources or books or expensive things to implement it. But I do see that teachers still don't understand that they have to spend some, enough time in Phase 5 with the children; and they don't always know how to organize that and how to integrate it with other courses. It definitely works and, where they implement it according to the manual, according to the training, it works. Some teachers said it doesn't work, and then you'll find they don't do phase 5 well. That's one of the things that I've picked up and I think the teachers have to be organized. They need to plan carefully and, if they know they've done it, they find it easier and easier to implement it.

What also helps with some of the teachers that I've trained is that I did the planning with them. I linked it with the curriculum; I also forced them to prepare the Phase 5 material.

We were talking about the Intermediate Phase and Senior Phase teachers - they should have first been trained in Stage 1 otherwise they won't have the basics.

Hence, to recapitulate, the results of the research conducted by Donald corroborate the results conducted in the present study. There appears to be an overall expression of satisfaction with the implementation of CLE in the schools and with the educators and learners that may be summarized as being successful. However, it appears that the managerial and political aspects of implementing a large literacy programme such as CLE in the Western Cape government schools is problematic and needs attention from policy makers.

#### 4.4 CHAPTER SUMMARY

This chapter has presented and analysed both the quantitative and qualitative data obtained systematically through the evolution, development and refinement of versions 1 to 10 of the CIERTQ.

Table 4.17 summarises the essential changes that will be the product of this chapter.

**Table 4.17** A summary of the essential adjustments made to each version

Adjustments and changes in	Version 8	Version 9	Version 10
a) Composition: which includes content.	√	x	x
b) Clarity: which includes changing individual words.	√	√	√
c) Theory implementation.	√	√	√
d) Structural changes: which includes changes made to the sectors and items.	√	√	√

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The main findings can be summarized as follows:

- Up to the year 2003, the total number of items in the CIERTQ remained almost constant at 41 – 42, despite the continuing trials and reshuffling of items occurring after each pilot study.
- Both the instrument itself and the overall group responses to it appear to be stable, with some random effects being eliminated.
- The items' means tend to be high because the items are considered “core”, and because the wording of these items has been progressively amended, improved and clarified, version after version.
- The component sectors' high reliability coefficient alphas are mostly satisfactory.
- Many of the items related to each other in version 9 of the CIERTQ are tending to form small groups of identifiable clusters, which are consistent with each other but remain discreet.
- The shapes of the tree diagrams of responses have changed from version 8 to version 9 because the nature and wording of the questionnaire has become intentionally and progressively more refined. The linkage association distances, finally depicted just above a baseline value of only 20, are seen to be dropping closer to the zero baseline (the ideal), as the CIERTQ becomes increasingly refined, with the improved version 10 now ready for future mass trials.
- Most of the suggested changes to the items and sectors, made by three hand-picked experts (education officials and a lecturer), have been accepted and incorporated into final wording of version 10.
- Although there exist no different theories of literacy in use for developed and developing schools, what has become apparent is that reading skills should probably be generic across all levels from grades 1 – 7; in other words, we should not divide them into Foundation Phase, Intermediate and Senior Phase reading skill outcomes. The key issue is pacing rather than content issues.
- There has been extensive corroborative evidence that the CLE literacy programme is effective and achieving its aims as reported in one of the writer's recent parallel but independent collaborative investigations.

Chapter 5 now discusses the most important findings in relation to the contexts of the CLE literary programme, the nature of the participant groups, the classroom observations, the interviews and the most recent policy documents.

## CHAPTER 5

### DISCUSSION OF RESULTS AND FINDINGS

#### 5.1 INTRODUCTION

In the previous chapter the findings of this research were presented. In this chapter: -

- There will be a discussion of the three purposes and
- A discussion of the validity of the overall research.

The results will be discussed in terms of the extensive field-testing and instrument validation procedures that led to a refined version 10 of the CIERTQ. The extent of relevance of the theories introduced in the previous chapters will also be noted and discussed.

#### 5.2 DISCUSSION OF PURPOSES

The three purposes of this investigation were set out in Chapter 1, page 14. This section now discusses whether each of these purposes has been satisfactorily achieved, in the light of the presented evidence, data and results. The discussion of each purpose concludes with an overall reflection or insight.

##### **5.2.1 Discussion of Purpose 1 - Development and production of a stable, comprehensive CIERTQ**

*Is it possible to identify, clarify and verify definitively the core indicators of an effective teacher of reading in the South African context through the combined use of multidimensional methods of research methodology including interviews, action research, questionnaire surveys and document analysis?*

The researcher sought to know whether multidimensional research methods were important in this study. Kumar (1999:12) stated that:

Both qualitative and quantitative approaches have their strengths and weaknesses and advantages and disadvantages. In many studies you need to combine both qualitative and quantitative approaches

From version 1 through to version 7 of the CIERTQ, the exploratory data were collected using both qualitative and quantitative methods. A multidimensional method of data collection and analysis was utilized. Teachers, principals, educational officials and teacher educators were interviewed, and also quantitative analyses were utilized to interpret the results of the questionnaires.

Data supplied by the mass trials of the more refined versions 8 and 9 of the CIERTQ in particular were analysed statistically. An interview with expert education officials and professional reading teachers also occurred after the implementation of version 9. Consequently the researcher now agrees with Kumar (1999:10) who stated that:

The main function of statistics is to act as a test to confirm or contradict the conclusions that you have drawn on the basis of your understanding of analysed data.

Nevertheless, caution must be exercised with any finely tuned profile of competencies or core indicators that appears to encompass all the professional roles of reading teachers. Particular consideration must be given also to the ongoing national curriculum review; to the fact that some schools in the Western Cape have, for the past few years, implemented the RNCS (2002b) Home Language policy document and that other schools are about to; and to the recently adjusted emphasis on certain skills deemed necessary for a proficient teaching of reading.

This multidimensional research approach has been encouraging introspective competent teachers to examine, describe and reflect on what they are doing intuitively in good reading lessons from day to day. Numerous workshops have been highlighting, clarifying and illuminating the educators' comprehension of the various skills and sub-skills that they utilize in their professional work, day to day.

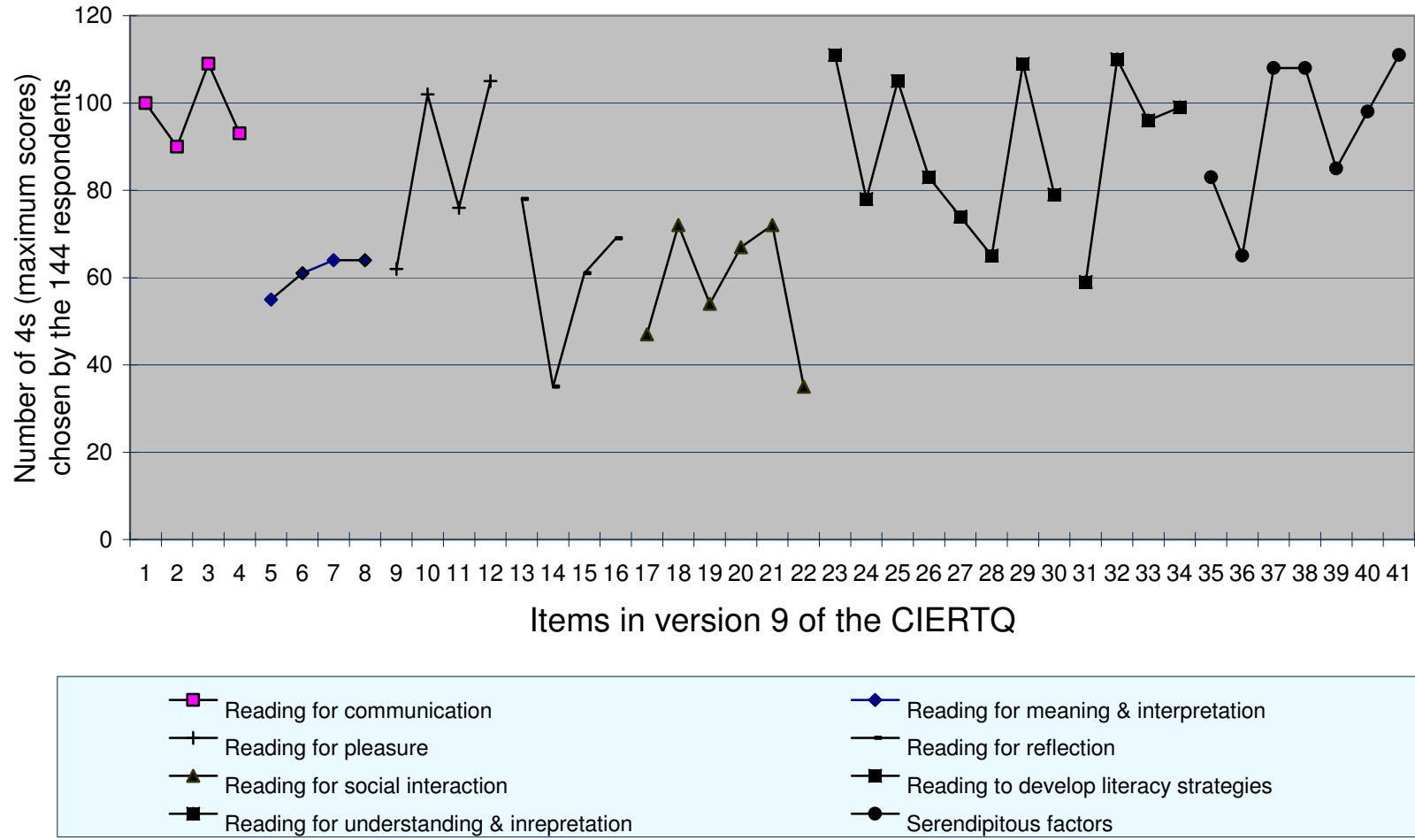
Using only the 144 professional teachers' responses from version 9 of the CIERTQ, it was decided that a discussion about the way the respondents answered each item, or did not answer each item, would give a more specific indication of the status of teachers' professional

knowledge of teaching reading, and what still might need to be done to improve the literacy levels of our learners in South Africa.

Figure 5.1 on page 184 depicts the total number of times that these 144 respondents selected the word “essential” (the maximum number of “4s”) for generic items belonging to each sector of version 9 of the CIERTQ.



**Figure 5.1** The total number of times that 144 respondents selected the word "essential" (4) for the individual items in each sector of reading pedagogies presented in version 9 of the CIERTQ



Since the purpose of this section of chapter 5 is to discuss whether or not each derived sector is a “core” one, the discussion that follows will be presented in eight sections.

- a) **Reading for communication** (version 9: items 1 to 4): Do these items form a core sector?

The four pedagogical items in this sector relate to building a rapport with the learners and the development of the learners’ communication skills - such as encouraging logical, sequential thinking, using correct grammatical structures when speaking, and allowing learners to give their own opinions.

Respondents consistently circled more 4s in this sector; and there were only seven “no responses”. The teachers indicated that they considered these items “essential” when teaching reading in a primary class. Item 1 (*Work on building a personal rapport with their learners*) and item 3 (*Use correct grammatical structures when speaking to their learners*) had many 4s circled. Both these teaching skills are deemed by the respondents to be highly important, and these findings concur with the educational reading practitioners postulated in Chapter 2 pages 31 - 81.

The mean responses to items 1 to 4 varied between 3.56 to 3.72 which indicate that they were all regarded as important items, or core indicators.

- b) **Reading for meaning and interpretation** (version 9: items 5 to 8): Do these items form a core sector?

The four pedagogical items of this sector include developing a deeper meaning of a text/story by exploring idiomatic and figurative expressions, the morals of stories, and comparing and contrasting various elements in stories such as characters, settings and events.

Fewer than half the respondents circled 4s. Instead, the majority of teachers decided that these items were only “relevant” but not “essential” to the teaching of reading. It was interesting to note that the CLE methodology is one that is based in the meaning-centered approach to reading and the respondents have (generally) given this sector the lowest number of 4s. This result suggests that either the respondents who completed the questionnaire might

not have fully made the paradigm shift required to see reading as a meaning-centered process or there may be other factors such as cultural, language or economic factors at play. The teachers may have needed more support to assist them to make this shift. For items 7 and 8 only one respondent claimed that the item was “not relevant”; and there were seven “no responses”.

Item 5, which reads: *Explore the different interpretations of idiomatic and figurative expressions found in text*, had the lowest number of 4s circled in all of the responses in this sector. In 2002, when interviewing two IsiXhosa teachers for this research, the terms “idiomatic and figurative” language had to be explained. After speaking to IsiXhosa lecturers to find out why this was the case, they mentioned the following interesting cultural differences:

- Idiomatic and figurative expressions do exist in the IsiXhosa language.
- IsiXhosa teachers - especially in the urban and rural primary grades - do not use them when teaching. Teachers in the higher grades would use and teach these skills.
- Authors, writing fiction and non-fiction texts, would not use them in their books for primary grades.

If cultural or language factors were responsible for these responses, the researcher questions in which other items were the responses influenced by these factors.

c) **Reading for pleasure** (version 9: items 9 to 12): Do these items form a core sector?

The four pedagogical items making up this sector deal primarily with reading for enjoyment and pleasure – by interacting with and displaying fictional and non-fictional books (both in the classroom and in the community) and developing social skills, such as taking turns and listening to others while discussing their books.

Two particular items in this sector received many 4s from the respondents:

- Item 10 (*Display these books in the class to encourage the learners to read them*) had many 4s circled. It is pedagogically significant that teachers believe this recreational skill is important, and its use should be continuously encouraged by teachers.
- Item 12 (*Discuss how to implement social skills such as taking turns and listening to others*) also received many 4s circled. This result is indicative of the pleasurable social context within which our educators and learners are working. It is the researcher's observation that there are large numbers of learners in a class who appreciate the need to learn social skills.

d) **Reading for reflection** (version 9: items 13 to 16): Do these items form a core sector?

This sector, consisting of four pedagogical items, deals with reflecting on and discussing stories by analysing authors' styles of writing, by reading reviews of books before the actual text, and by comparing and contrasting the information within a text.

Item 14 (*Make time to talk about author's style of writing*) received the lowest mean score (2.72) of all items. The second lowest number of respondents circled 4s, and the largest number of "no responses" occurred. There are perhaps two reasons for the low response rate to item 14:

- The educators may not have been trained to discuss different authors' styles of writing with their learners, especially in the early grades; and
- There is also a dearth of books written in IsiXhosa and Afrikaans for the early grades one to seven, so educators are not exposed to a variety of authors' styles.

During a training session of education officials and trainers on the CLE literacy programme during February 2004, the researcher received verbal suggestions that might possibly account for the low mean scores for item 14. The consensus among the trainers was that this concept is a crucial skill to develop and, even though there are few books written about the various contextually implicit backgrounds of our learners, we should retain it in version 10 of the CIERTQ in order to extend our learners. Hence, it now forms item 25 in the sector **Reading for reflection and analysis**.

- e) **Reading for social interaction** (version 9: items 17 to 22): Do these items form a core sector?

This group of six pedagogical items pertains to extending young readers' social awareness by interacting with stories and texts. The teaching strategies allowed and encouraged discussions on controversial social issues; sensitivity to religion language and cultural issues; exploring interpersonal relationships in stories; encouraging learners to make their own judgments about the stories; and using graphs and tables to interpret information.

The respondents circled few 4s for item 17 (*When reading books, encourage objective discussions on controversial social issues*); and item 22 received the fewest 4s. There may be several reasons for the weaker responses to item 17:

- Perhaps educators do not feel comfortable discussing controversial social issues in reading lessons.
- Perhaps schools are located in contextually sensitive geographical areas where gangsters and drug dealers operate, and therefore some principals may not encourage their educators to discuss controversial social issues with their learners.
- Perhaps these topics are covered in Life Orientation lessons instead.
- Perhaps teachers in some schools have not fully internalised the new principles of the RNCS (2002b) Home Language policy document and may be only beginning the new curriculum this year.

In version 10 of the CIERTQ, transferred item 17 has now become item 39 in the **Reading to make judgments** sector.

With regard to item 22 (*Use graphic aids such as graphs and tables to interpret information in a text*), several educators – who were attending a training session on the CLE literacy programme during February 2004 in connection with the low literacy results - reported that teachers had not been trained in extending this skill to a literacy classroom. However, they said they felt it was also a crucial skill and suggested it remained in the questionnaire. It has now become item 41 in the **Reading to make judgments** sector in version 10 of the CIERTQ.

Item 19 (*Explore texts by looking at interpersonal relationships amongst the characters in a story*) received the greatest number of 0s. Perhaps the respondents were not familiar with the term “interpersonal relationships” or perhaps they did not consider it to be an important reading skill?

f) **Reading to develop literacy strategies** (version 9: items 23 to 30): Do these items form a core sector?

This sector included eight pedagogical items related to various basic, intermediate and higher order strategies developed in learners to maximise their levels of understanding and comprehension of texts/stories.

Item 23 (as well as item 41) received the largest number of 4s. Item 23 reads: *Teach learners to apply their knowledge of phonics when reading difficult words*. In their reading lessons, in both economically developed and developing schools in South Africa, many educators have traditionally been focussing on teaching phonics and basic reading skills. This response suggests that educators might still remain very reliant on this skill, and they might not have made the paradigm shift required to use it as a skill additional to the meaning-centered and higher order reading skills.

Item 25 (*Re-read the text if the meaning is not clear*) also received many 4s. This response is gratifying because the educators are tending to emphasise reading for meaning as stressed in the theory.

Item 29 (*Teach editing skills such as spelling, grammar and punctuation*) received many 4s but also received the most “no responses”. Skills such as spelling, grammar and punctuation assist learners to scaffold meaning and therefore have been retained in version 10 of the CIERTQ as item 11 in the **Reading scaffolding techniques** sector.

Item 27 (*When reading, encourage their learners to self-correct so that the meaning is maintained*) received the most “no responses”. It could be that educators do not know about the importance of allowing and encouraging their learners to self-correct and so they decided to omit responding to this item altogether. Nevertheless, this concept is a skill that has been set out in the policy document *Benchmarks: Literacy for Grades R - 4* (1999:12) and in the

RNCS (2002b:33) Home Language policy document. In this document it is an assessment standard that has been documented for grade 3s only. Instructional pedagogies are teacher-planned, teacher-initiated and intentional. Hence, educators should allow time for this skill to be role-modelled so that a self-correcting process becomes learner-initiated, unplanned and spontaneous.

- g) **Reading for understanding and application** (version 9: items 31 to 34): Do these items form a core sector?

This sector of four pedagogical items focused on reading for meaning and understanding by encouraging the learners to participate in the following activities: making predictions of texts, retelling stories in their own words, interacting with a variety of genre text types, and using stories to understand their own social contexts. There were no “0” responses in this sector.

Item 32 (*Allow time for their learners to retell the story in their own words*) received the second highest number of 4s of all items. Educators appeared to view this item as a vital reading skill for learners to acquire understanding and accurate interpretation. It is a skill that all proficient teachers of reading should attempt to foster in each learner. This finding is consistent with the conceptual theory upon which CLE pedagogy is founded and discussed in Table 1.1 on page 20.

- h) **Serendipitous factors** (version 9: items 35 to 41): Do these items form a core sector?

The seven pedagogical items in this sector were deemed to be important by the respondents for developing learners reading skills. However, the analysis of these items revealed that none fell in the above seven areas so they were clustered in this separate sector called “Serendipitous Factors”.

Item 41 (*Allow their learners time to respond to what has been read*) together with item 23 (*Teach learners to apply their knowledge of phonics when reading difficult words*) received the most 4s from the respondents. It is also interesting to note that, although item 41 was the last item on the sheet, the respondents’ concentration lasted, and they appeared to have completed the questionnaire in a trustworthy manner right to the end. According to the RNCS (2002b) Home Language policy document, the content of this item is important when learners

are interacting with stories or texts, and it was gratifying to note that the respondents agreed with the item as a core indicator.

Item 37 (*Allow opportunities to teach the meanings of difficult vocabulary*) and item 38 (*Ask probing questions about the content to see if their learners understand the text*) received many 4s. Again, both items focus on learners who are actively reading for a deeper sense of meaning, which reflects the conceptual theory behind CLE.

It was also interesting to note that three void responses were recorded for items 36 (*Provide opportunities to discover major ideas in text and supporting ideas*), 39 (*Choose appropriate text resources to solve problems and make decisions*) and 40 (*Link the text to the learner's prior knowledge*). A possible reason for item 36 receiving three “no responses” may be that the terminology and reading concepts presented were difficult for several respondents to understand – viz. “major ideas” and “supporting ideas” in a story. The wording in item 39 may have been difficult for some of the respondents who were invited to select an appropriate answer, since many of their schools do not have a large selection of resource books. Finally, item 40 deals with linking learners' prior knowledge to their texts. Because this skill is a fairly new concept for many educators, perhaps they were not used to using it in their reading lessons.

### **Overall reflections, highlights and insights**

Up until now successive quantitative analyses have led to the development of a coherent questionnaire, which in appearance however, almost resembles a clinical context-free checklist. Now the features proposed for version 10 will be discussed in relation to comparable and relevant aspects advocated in both the RNCS (2002b) Home Language policy document and in conducive school environments.

Tables 5.1 to 5.4 on pages 192 - 194 summarize the main aspects that follow the ensuing discussion.



**Table 5.1** A comparison of specific items (in italics) in version 10 of the CIERTQ corresponding to the Assessment Standards (AS) of **grade R** in the RNCS (2002b) Home Language policy document for the Learning Outcome LO3: Reading and Viewing

RNCS Number	Assessment Standards (AS)	RNCS components and sub-components	Corresponding items in version 10 of the CIERTQ
1	Uses visual cues to make meaning.	Five sub-components.	<i>cf items 2, 4, 11, 18, 22, 23, 26</i>
2	Role-plays reading.	Two sub-components.	<i>cf items 5, 8, 17, 18, 22, 39</i>
3	Makes meaning of written text.	Four sub-components.	<i>cf items 1, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 19, 20, 23, 24, 29, 30, 31, 32, 33, 35, 37, 38, 41</i>
4	Starts recognising and making meaning of letters and words.	Three sub-components	<i>cf item 6, 30</i>
5	Begins to develop phonic awareness.	Three sub-components	<i>cf item 30</i>

**Table 5.2** A comparison of specific items (in italics) in version 10 of the CIERTQ corresponding to the Assessment Standards (AS) of **Foundation Phase (grade 3)** in the RNCS (2002b) Home Language policy document for the Learning Outcome LO3: Reading and Viewing

RNCS Number	Assessment Standards (AS)	RNCS components and sub-components	Corresponding items in version 10 of the CIERTQ
1	Uses visual cues to make meaning.	One component with three sub-components.	<i>cf items 2, 4, 11, 18, 22, 23, 26</i>
2	Makes meaning of written text.	Three components with five sub-components.	<i>cf items 1, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 19, 20, 23, 24, 29, 30, 31, 32, 33, 35, 37, 38, 41</i>
3	Reads texts alone and uses a variety of strategies to make meaning.	One component with 4 sub-components.	<i>cf items 3, 4, 7, 9, 11, 16, 20, 23, 25, 31, 33, 35, 37, 41</i>
4	Consolidates phonic knowledge.	Five components.	<i>cf item 30</i>
5	Reads for information and enjoyment.	Eight components.	<i>cf items 1, 2, 4, 5, 12 - 16, 18 - 23, 24 - 29, 33 - 35, 36 - 41</i>

**Table 5.3** A comparison of specific items (in italics) in version 10 of the CIERTQ corresponding to the Assessment Standards (AS) of **Intermediate Phase (grade 6)** in the RNCS (2002b) Home Language policy document for the Learning Outcome LO3: Reading and Viewing

RNCS Number	Assessment Standards (AS)	RNCS components and sub-components	Corresponding items in version 10 of the CIERTQ
1	Reads and responds critically to a variety of South African and international fiction and non-fiction.	Two components.	<i>c/f items 1, 2, 4, 11, 21, 22, 24, 26, 36</i>
2	Views and discusses various visual and multimedia texts.	Two components.	<i>c/f items 1,4,5, 18, 26</i>
3	Explains interpretation and overall response to text giving reasons based on the text or own experience.	No components.	<i>c/f item 9</i>
4	Discusses how the techniques used by writers, graphic designers and photographers construct particular views of the world and position the reader in various ways.	No components.	<i>c/f items 16, 25, 26</i>
5	Shows understanding of the text, its relationship to ones own life, its purpose and how it functions.	Two components.	<i>c/f items 3, 5, 6, 7, 8, 12, 13, 14, 15, 16, 18, 21, 23, 25, 27, 31, 32, 33, 38, 39, 40</i>
6	Recognises and explains the different structures, language use, purposes and audiences of different kinds of text.	Two components.	<i>c/f items 1, 3, 4,15, 25,27, 29, 32,37, 40</i>
7	Identifies and critically discusses cultural and social values in texts.	Four components.	<i>c/f items 5, 8, 19, 24, 25, 28, 39</i>
8	Understands and uses information texts appropriately.	Three components.	<i>c/f items 3, 4, 5, 8, 24, 25,27, 29, 36, 38, 40</i>
9	Interprets and analyses independently details in graphical texts.	No components.	<i>c/f item 25, 26,</i>
10	Selects relevant texts for personal information needs from a wide variety of sources such as in the local community and via electronic media.	No components.	<i>c/f items 5, 86 22</i>

**Table 5.4** A comparison of specific items (in italics) in version 10 of the CIERTQ corresponding to the Assessment Standards (AS) of **Intermediate Phase (grade 7)** in the RNCS (2002b) Home Language policy document for the Learning Outcome LO3: Reading and Viewing

RNCS Number	Assessment Standards (AS)	RNCS components and sub-components	Corresponding items in version 10 of the CIERTQ
1	Reads spontaneously and often for pleasure and information across the range of text types studied, describes personal response and discusses the kinds of texts enjoyed.	No components.	<i>In the CIERTQ there are items that deal with reading for pleasure and describing a personal response (16). It does not ask learners to discuss the kinds of text they enjoyed.</i>
2	Reads aloud and silently for a variety of purposes using appropriate reading strategies.	No components.	<i>Item 33 ask learners to read with appropriate expression. There are no items that ask for learners to read silently for a variety of purposes.</i>
3	Identifies the purpose, audience and context of a text.	No components.	<i>There are no items in the CIERTQ that deal with this component.</i>
4	Shows understanding of information texts.	One component.	<i>c/f items 3, 4, 5, 8, 24, 25,27, 29, 36, 38, 40</i>
5	Identifies different text types and their key features and explains the way the text is organised.	No components.	<i>There are no items in the CIERTQ that deal with this component.</i>
6	Demonstrates understanding of the text, its purpose and its relationship to own life by discussing the plot, themes, characters and setting.	No components.	<i>c/f items 9, 15, 19, 29</i>
7	Identifies and discusses techniques used to create particular effects in selected visual, written and multimedia texts.	Three components.	<i>There are no items in the CIERTQ that deal with this component.</i>
8	Responds critically to texts.	Four components.	<i>c/f item 25</i>
9	Identifies and discusses the social, cultural, environmental and ethical issues included in texts.	No components.	<i>c/f items 5, 8, 24, 28, 34 39. The CIERTQ does not ask learners to discuss environmental issues included in texts.</i>
10	Reflects on own skills as a reader.	No components.	<i>There are no items in the CIERTQ that deal with this component.</i>

Twelve additional modifications are now suggested to realign, illuminate and amplify version 10 of the CIERTQ within the context of the RNCS (2002b) Home Language policy document. The main recommended changes, are to expand the notion of “resources” to include multi-media texts such as written, visual and electronic media. The words “text types” have been suggested, since they are inclusive of poetry, newspaper articles and dictionaries etc. One new item, described below, from the RNCS (2002b) Home Language policy document has also been found to be particularly important, and it is suggested that this statement also be included.

Upon overall reflection; the twelve other recommended additional modifications to version 10 of the CIERTQ might be summarised as follows: -

- **Reading scaffolding techniques:**

Item 1: (old) reads: Encourage their learners to find fictional and non-fictional materials in response to a theme.

(new) will read: Encourage their learners to find *South African and international* fictional and non-fictional materials in response to a theme.

Item 4: (old) reads: Allow their learners to use a variety of text types with their learners.

(new) will read: Allow their learners to use a variety of text types *such as poetry and newspaper articles*.

Item 5: (old) reads: Refer to and use stories to solve social problems in the class such as stealing.

(new) will read: Refer to and use *fictional* stories to solve problems in the class such as stealing.

Item 6: (old) reads: Allow opportunities to teach the meaning of difficult vocabulary.

(new) will read: Allow opportunities to teach the meaning of difficult vocabulary *by using a dictionary*.

Item 8: (old) reads: Choose appropriate text resources to solve problems and make decisions.

(new) will read: Choose appropriate text resources, *such as dictionaries and directories* to solve problems and make decisions.

- **Reading for meaning and interpretation**

Item 16: (old) reads: Make time to talk about authors' styles of writing.

(new) will read: Make time to talk about *a wide variety* of authors' styles of writing.

- **Reading for scanning and research**

Item 21: (old) reads: Encourage their learners to find resources inside their school to complete projects.

(new) will read: Encourage their learners to find *literacy* resources inside their school to complete projects.

Item 22: (old) reads: Identify popular reading resources in the community.

(new) will read: Identify popular, *visual, written and electronic media* resources in the community.

- **Reading for reflection and analysis**

Item 26: (old) reads: Use graphic aids such as graphs and tables to interpret information in a text.

(new) will read: Use graphic aids such as graphs and tables to interpret *visual* information in a text.

Additional item: Allow learners to reflect on and evaluate their own reading skills.

- **Reading for understanding**

Item 33: (old) reads: Encourage their learners to read with appropriate expression.

(new) will read: Encourage their learners to read *aloud* with expression.

- **Reading for application**

Item 38: (old) reads: Make predictions from the passage.

(new) will read: Allow their learners to predict story outcomes from *visual and* written texts.

## **5.2.2 Discussion of Purpose 2 – Aligning the CIERTQ with policy documents, theorists and practitioners**

*How well do the various parts of the profile of the core indicators corroborate the educational framework or primary classroom reading and language pedagogies advocated by: a) The RNCS (2002b) Home Language policy document, b) Cambourne's (2004) social constructivist's theory, c) Walker, Rattanavich and Oller (1992) as the leading exponents of CLE, d) linguistics such as Halliday (1978) and Hasan (1984) and e) educational reading practitioners such as Vacca (2004)?*

### **a) The RNCS (2002b) Home Language policy document statement**

There are eleven official languages in South Africa, including Braille and South African Sign Language which have been accepted by the Pan South African Language Board (PANSALB). The Learning Area for each official language is printed in three sections, each with its own volume: Home Language, First Additional Language, and Second Additional Language. The Department of Education language-in-education policy is that learners reach proficiency in their home language and at least one additional language. All learners learn an African language for a minimum of three years, and it may be learned as a second additional language.

All training of the CLE teacher trainers was conducted in English. Since these teachers and education officials went to their EMDC's (Education Management Development Centres) in their own regions, they taught CLE in the language that suited the needs of their participant teachers. CLE is a method of teaching that is not bound by language. In version 9 all teachers completed English questionnaires.

On reflection, the initial selection of the content of all 42 items in version 8 appears to be consistent with, and relevant to, the Benchmarks: Literacy for Grades R - 4 (1999), which it compliments and enhances, and more recently, the assessment standards of the RNCS (2002b) Home Language policy document in its content and process. However, some items in the CIERTQ have required refinement and rewording, with items being regrouped into sectors to match the policy document components. In the Benchmarks: Literacy for Grades R – 4 (1999) there were no demarcated sectors or themes; however in the RNCS (2002b) Home Language policy document, the assessment standards might be interpreted as constituting “components” with “sub-components” belonging to each assessment standard. The findings of the current research corroborate totally with the national assessment standards for grades R to 6 (Tables 5.1 and 5.3) but they replace approximately only half of the material for grade 7 (Table 5.4). Therefore another different CIERTQ would need to be developed for the senior grades 7 to 9 (high school level), in which some of the items would be more sophisticated, with basic items being incorporated automatically as well.

The RNCS Overview document (2002c:14) refers to the term “Learning Outcome” (LO) as follows:

A learning outcome is derived from the critical and developmental outcomes. It is a description of what (knowledge, skills and values) learners should know, demonstrate and be able to do at the end of the General Education and Training band. A set of learning outcomes should ensure integration and progression in the development of concepts, skills and values through the assessment standards. Learning outcomes do not prescribe content or method.

The same document refers to Assessment Standards (AS's) as ones that:

Describe the level at which learners should demonstrate their achievement of the learning outcome(s) and the ways (depth and breadth) of demonstrating their achievement. They are grade-specific and show how conceptual progression will occur in a Learning Area. They embody the knowledge, skills and values required to achieve learning outcomes. They do not prescribe method.

The differences between a Learning Area (LO) and an Assessment Standard (AS) are as follows:

The learning outcomes describe what learners should know and be able to do. Assessment standards describe the minimum level, depth and breadth of what is to be learnt. In practical terms this means that learning outcomes can and will, in most cases, remain the same from grade to grade while assessment standards change from grade to grade.

The policy document is saying that these learning outcomes and assessment standards are merely a set of recommendations; they are neither prescriptive nor compulsory for progression from one grade to the next.

The following differences were noticed when comparing the components and the sub-components of the RNCS (2002b) Home Language policy document with the components of the CIERTQ described in Tables 5.1 to 5.4 on pages 192 - 194.

Grades R to 3: (Tables 5.1 and 5.2 on page 192) there are only two noticeable differences between the two documents:

- The RNCS (2002b) Home Language policy document places appreciably more emphasis on “Consolidating phonic knowledge” (five sub-components of the AS) than does the CIERTQ, which has only one item.
- The CIERTQ places much more emphasis on “Reads for information and enjoyment”, with 30 items relevant to this AS, whereas the RNCS (2002b) Home Language policy document has only eight sub-components of AS’s.

Grades 4 to 6: (Table 5.3 on page 193) there is only one noticeable difference in emphasis between the RNCS (2002b) Home Language policy document and the CIERTQ in this phase:

- The CIERTQ places much more emphasis on “Shows an understanding of the text”, with 21 related items, in comparison with the RNCS (2002b) Home Language policy document that has only two sub-components. The recommendation is that this component of the RNCS (2000b) Home Language policy document might be more strongly stated with more sub-components in the future.

Grade 7: (Table 5.4, column 4)

In the grades 7 to 9 Assessment Standards of the RNCS (2002b) Home Language policy document, the four items that are missing are:

- Identifies the purpose, audience and context of a text;



- Identifies different text types and their key features and explains the way the text is organised;
- Identifies and discusses techniques used to create particular effects in selected visual, written and multimedia texts; and
- Reflects on own skills as a reader.

A concluding overview is offered by a teacher who reflected on the use of the whole questionnaire:

“What I would like to say, if you stick to these things, stick and do a great deal of what is in this questionnaire, I think you will have a very good notion of children that can read and write, especially for our slower readers, and all our children: a very good questionnaire.”

#### a) **Cambourne’s social-constructivist theory**

Table 5.5, the cautious varimax normalised factor analysis of the responses of 144 reading teachers to CIERTQ version 9, identified two particularly prominent factors: reading scaffolding techniques and reading for meaning and interpretation when factor loadings  $>0.50$  were considered.<sup>5</sup> Cambourne’s (2004:26) theory of socio-constructivism is consistent with these two factors since his theory is grounded in the following three assumptions; what is being learned cannot be separated from the context in which it is learned; the purposes and goals that the learners bring to the learning situations are central to what should be learned; and knowledge and meaning are socially constructed by the learners themselves through discussions, assessing and adjusting. He continued by stating that learning to read is embedded in each learner’s understanding of, and ability to use, reading or writing, or spelling, or grammar, etc. A teacher, from the pilot project, echoed Cambourne’s theory when she was interviewed in 2002 and commented:

Now you have more guidelines and you do the whole thing in context. Now the word is part of something the child knows – language that comes from the child. A person must never underestimate how important it is for a child to learn about things that he’s living with everyday. Now the child’s language is his own thing – it is his own life experience.

### 3.1.1 \_\_\_\_\_

<sup>5</sup> Note that Table 5.5 on page 201 differs in small ways from Table 4.11 on page 152 which considered factor loadings more cautiously  $>0.60$  instead.

**Table 5.5** Cautious varimax normalized factor analysis of the responses of 144 reading teachers to 41 items in version 9 of the CIERTQ with a postulated interpretation of seven factors accepted with loadings of at least 0.50

Item no.	Variable	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
		Reading scaffolding techniques	Reading for meaning & interpretation	Reading for research & surveillance	Reading for reflection and analysis	Reading for understanding	Reading for application	Reading to make judgments
1	c1	0.02	0.25	-0.24	0.02	0.44	0.27	0.15
2	c2	0.11	0.39	0.01	0.00	0.18	0.32	0.10
3	c3	0.07	0.29	0.01	0.12	0.25	-0.06	0.70
4	c4	0.19	0.03	0.43	0.05	-0.08	0.28	0.58
5	m1	0.04	0.69	-0.07	0.25	-0.05	-0.07	0.33
6	m2	0.16	0.70	0.03	0.13	0.01	0.02	-0.01
7	m3	0.15	0.72	0.26	0.10	0.04	0.08	0.00
8	m4	0.14	0.60	0.20	0.11	0.10	0.34	0.19
9	p1	0.51	0.32	0.03	0.33	0.12	-0.20	0.17
10	p2	0.63	0.22	0.05	0.14	0.07	-0.24	0.19
11	p3	0.08	0.40	0.39	0.26	0.19	0.02	0.11
12	p4	0.27	0.11	0.07	0.25	0.15	0.38	0.40
13	r1	0.03	0.08	0.54	0.40	0.19	0.16	-0.14
14	r2	0.01	0.50	0.24	0.34	0.12	0.18	-0.14
15	r3	0.04	0.22	0.31	0.39	0.09	0.51	0.07
16	r4	0.19	0.23	0.15	0.43	0.09	0.53	0.18
17	so1	0.12	0.08	0.10	0.72	0.04	0.17	0.01
18	so2	0.15	0.11	0.13	0.38	0.11	0.24	0.16
19	so3	0.16	0.19	0.61	0.15	-0.06	0.41	-0.01
20	so4	0.09	0.13	0.78	0.13	0.11	0.09	0.09
21	so5	0.38	0.12	0.21	0.62	0.00	0.13	0.15
22	so6	0.22	-0.19	0.05	0.68	0.04	0.07	0.03
23	st1	0.06	0.18	0.50	-0.07	0.56	0.07	0.29
24	st2	0.13	0.09	0.37	0.43	0.31	-0.06	0.16
25	st3	0.25	0.19	0.10	0.31	0.58	-0.02	0.13
26	st4	0.42	0.05	0.12	0.30	0.13	0.15	0.20
27	st5	0.46	0.15	0.53	0.17	0.03	0.17	-0.05
28	st6	0.33	0.31	0.11	0.54	0.04	0.07	0.01
29	st7	0.49	0.04	0.04	0.08	0.62	0.00	-0.08
30	st8	0.29	0.26	0.20	0.33	0.32	0.37	-0.27
31	u1	0.33	0.04	0.00	0.26	-0.04	0.53	-0.08
32	u2	0.67	-0.12	0.07	0.18	-0.07	0.42	0.04
33	u3	0.71	0.02	0.02	0.21	-0.02	0.21	0.04
34	u4	0.72	-0.02	0.10	0.22	0.07	0.05	0.05
35	se1	0.18	0.10	0.71	0.1	-0.12	-0.14	0.09
36	se2	0.32	0.10	0.08	0.63	0.03	0.08	0.04
37	se3	0.66	0.12	0.15	0.14	0.29	0.17	-0.18
38	se4	0.64	0.05	0.14	0.15	0.25	0.32	0.13
39	se5	0.51	0.11	0.23	0.46	0.15	-0.02	-0.04
40	se6	0.71	0.20	0.13	0.07	0.10	0.08	0.09
41	se7	0.66	0.38	0.13	0.13	0.02	0.09	0.05

Only factor loadings > 0.50 are highlighted. (Note: Some factors in the range of 0.50 – 0.69 logically cluster with those above 0.70 in terms of the theoretical structures of the dissertation.)

**b) Walker, Rattanaovich and Oller as the leading exponents of CLE**

Walker, Rattanaovich & Oller (1992) would agree with the two prominent factors identified by the cautious varimax normalised factor analysis in Table 5.5 on page 201. Oller (1992:61), in Rattanaovich and Walker's book, described the term "scaffolding" as follows: "The richer the sensory gestural information about the factual basis of any given discourse (whether spoken, signed or written) the easier it will be for the user (learner, listener, reader) to determine the meanings of that discourse." This statement encourages learners to participate in the learning, whether or not they are familiar with the language of instruction. Scaffolding is especially relevant when building a deep comprehension of the spoken or written discourse and all of the associated literacy skills that are required from learners. Oller (1992:61) stated that, in any kind of language teaching, trying to encourage children to deal with linguistic forms that are fundamentally unconnected to any factual basis will lead to definite failure. Scaffolding is essential to learners to reach the highest levels of abstraction and generalisation.

During phase 2 of CLE, learners role play the story in the classroom. Understandings and interpretations of the story's sequence of events, characters involved, setting and outcomes have all been established by the learners and understood by them. The spoken form of these events can then be produced by learners in segment lengths that exceed the limits of short-term memory.

**c) Linguists**

Halliday (1989) argued that the two leading factors identified by the cautious varimax normalised factor analysis in Table 5.5 on page 210 are essential. They claim that the nature of language is a system of meanings and interpretations and a system for constructing meaning. Interpretations and meanings are woven together in such a manner that, to understand them, we do not look separately at its different parts. When reading a text it is important to look at the whole text simultaneously from a number of different angles, each perspective contributing towards the total interpretation. Every sentence in a text is multifunctional. Chapman (1993:4) stated that critical learning in any subject area involves making use of multiple semiotic systems, one of which is language. Classroom learning is viewed as a social practice, in which teachers and learners use language in social interactions to construct and interpret meanings.

Goodman (2005:26) would also support the outcome of the cautious varimax normalised factor analysis since his theory of language stated that there is no language without symbols and systems. Every dialect of every language has register and grammar. People who speak differently are not deficient in any linguistic sense. Language is language only when it is whole – the whole is always more than the sum of the parts. When teachers and learners look at words, phrases, sentences, they do so always in the context of whole, real language texts that are part of real language experiences of learners.

#### d) **Educational reading proponents/advocates**

The following discussion will briefly elaborate on how each sector in version 10d of the CIERTQ is supported by one or more theorists. Although there are many educational theorists and researchers in each of these fields, only one or two representative theorists in each sector will be selected to keep the discussion concise. Although each sector, in the final version 10, is mentioned individually, it must be borne in mind that learners use multiple strategies when reading.

Maloch's (2002:110), writing suggests new insights into **scaffolding techniques** when shifting from a teacher-led to a student-led discussion and discourse. Many's (2002:404) writing indicated that scaffolding used as a pedagogical tool continued to support learners within their zone of proximal development. The final version of the CIERTQ has a large sector – including nine items dedicated to scaffolding skills - which supports both of the above theorists.

A plethora of studies supports the sector termed **Reading for meaning and interpretation**. To be brief, the researcher will cite only two theorists who support this sector. Strickland, Snow, Griffin, Burns & McNamara (2002:55) posited that everyone reads for meaning and Cambourne (2004:26) stated that what is learned cannot be separated from its context. Version 10d of the CIERTQ has six items dedicated to reading for meaning and interpretation, all of which support both the above mentioned theorists.

Winburg & Botes (2005) concur with the sector **Reading for scanning and research** by stating that they support the importance of using expository texts to develop scanning and

research skills when learning. The CIERTQ has six items in this important sector thereby agreeing with the outcome of the research of Winburg & Botes.

Both Bloem (2004:54) and Fischbaugh (2004:296) support the sector **Reading for reflection**. Bloem (2004) argued that writing exchanges encouraged “reflection” - an often neglected skill in a reading classroom. Fischbaugh (2004) believed that, if you asked learners high-level questions it would encourage them to want to read, thereby developing reflection skills. The CIERTQ has six items in this sector agreeing with both theorists.

The work of Vacca (2004:185) promotes **Reading for understanding** with adolescent learners between the ages of 10 and 18. He believed that learners who used prior knowledge (schemata) to construct meaning were better able to comprehend and apply their learning.

Fischbaugh (2004) researched at length the importance of **Reading for application**. As a result of her learners being introduced to the high-level question technique, she hoped they would then be able to apply this skill to other learning areas. Version 10d of the CIERTQ includes an entire sector comprising four items to assist learners develop such reading skill.

Zwiers (2004:164) would support the sector **Reading to make judgments** as he believed that it is an essential information-processing skill that all learners ought to acquire for academic achievement. This sector includes only two items in version 10d of the CIERTQ.

### **5.2.3 Discussion of Purpose 3 – Summative evaluation by three expert reading teachers**

*Is it possible for three expert reading teachers (two educational officials and one lecturer) to perform a detailed summative evaluation of the final version of the produced profile of core indicators, in comprehensive face-to-face interviews, to discover in what ways their critical professional assessments concur, and in what ways they differ, and why?*

The highlights of the interviews have been written up earlier in Chapter 4 pages 122 – 180. The discussion will now link Purpose 3 with the previous Purposes 1, and 2 and will introduce four perspectives in the context of the RNCS (2002b) Home Language policy document and the theory of reading practitioners. The responses of the interviewees will also be contextualised in the broader framework of this research. As recorded in Chapter 4, the

three literacy experts' work in both economically developing and developed schools in the Western Cape, and in a university setting. They will be referred to as interviewee 1 (Int1), interviewee 2 (Int2) and interviewee 3 (Int3), respectively, to maintain anonymity.

**a) The role of basic knowledge of language**

The RNCS (2002b:6) Home Language policy document states: "Outcome 6 deals with the core of language knowledge – sounds, words and grammar – in texts. This knowledge is put into action through the language skills described in the other outcomes." When the interviewees were asked to explain where this statement stood in their priorities as professional teachers of reading, both interviewees agreed with this statement. Int2 stated:

I think it is very important that children have knowledge of the language before they learn to read. If they don't have that basic they find it difficult to learn the other skills that have to build on that, to be able to be good readers.

Walker (1992b:1) would concur with this statement as he articulated that CLE is a literacy programme that will enable all children to learn to read and write, whatever their language background or their prior experience with literacy activities. He continued by stating that it is from the context of reality - of human needs and daily life – that the meaning, power and usefulness of language is derived (page 15). However he warns that direct teaching of language discourages students from learning outside the formal lessons – they learn only when and as directed by a teacher. The sequence of teaching CLE's reading skills is that all the discreet units (comprising syntax, phonics, spelling, grammar and punctuation) are put together to create a coherent language structure.

Cambourne (2004) expounded on his constructivist theory of language development. He stated that teachers design activities to promote learning about reading, by providing opportunities for learners to get inside texts in ways that traditional didactic drill and practice activities did not. This process involves manipulating meaning across different semiotic systems to develop a deeper understanding of how language works. As a result, learners become metacognitively aware of language and thereby have more control over it.

**b) Building self confidence**

The Focus section for the Intermediate Phase, the RNCS (2002b:55) Home Language policy document states: “In this phase, learners consolidate and extend their literacy skills, and build their confidence and fluency in using oral language.”

One of the emphases of CLE methodology is that it builds the self-confidence not only of the learners but of the teachers as well. Int1 concurred with the policy document and had the following to say about the teachers in her region:

I see teachers having a lighter burden of work than they used to have where they were frightened of approaching new ideas and what-not. That they are flexible enough to approach new ideas first because they are also exposed to other strategies. It also builds their confidence and that it also builds that communication to one another.

One of the pilot school teachers interviewed in 2002 stated that:

I think CLE has not only benefited the learners alone, but myself as well. Their reading is meaningful and the text that they write, they can write anything to me – write their language is so much developed and they are so confident. They are confident in writing, they are confident in talking, their language is rich. It is not limited any more and they speak both languages equally, they don't stick only to IsiXhosa.

Walker (1992c:119) stated that the task for readers and writers is least demanding when the encounters occur amidst a context of shared experiences. All learning in a CLE classroom is contextualised around the learner's discourse. To a large extent this learning experience may explain one reason for learners and teachers developing self-confidence so quickly when they use this approach.

**c) Are there generic reading skills?**

The three interviewees were asked about their impression of dividing the RNCS (2002b) Home Language policy document into phases, for example Foundation Phase, Intermediate Phase and Senior Phase and whether or not the reading skills were generic across all phases. Int1 stated:

Once you bring them all at the beginning, at the young level, not above their level, at their level, then I don't have a problem with it. I think that one size fits all.

The RNCS (2002b:2) Home Language policy document also states that conceptual and skill development can take place over time and there can be conceptual progression from grade to grade. As one of the functions of the CIERTQ is to serve as a guide for observing learners' reading skills and development, teachers can use it as an instructional continuum (Henk, Marinak, Moore & Mallette 2004:324). The simple structured format will make explicit to teachers the key reading skills across all ages. Cooter & Cooter (2004:680) stated that daily school tasks and the pace of instruction in a one-size-fits-all reading curriculum are difficult for slow learners and they may develop low self-image. They suggested that these learners need alternative educational interventions. Rattanavich (1992a:39) argued that CLE is an approach in which learners are generating, illustrating and using texts of various kinds where there is no limit to the difficulty of the tasks created by the learners themselves. One of the operational principles of CLE is group work and, while learners are working at their tasks, the teacher can assist struggling learners by using appropriate scaffolding techniques to show learners how to solve problems.

#### **d) Applying the content of the CIERTQ in the classroom**

Int 3 stated that she did not think the CIERTQ looked basic or simplistic. It appears to be generating a comprehensive and valid profile of competencies for teachers. She believed that this working document, the CIERTQ, can be now used by all primary school teachers, principals, teacher educators and education officials, as an efficient and convenient assessment or form of diagnostic evaluation to disclose whether most competencies and outcomes have been implemented by their teachers with their learners in the classrooms.

It would be unrealistic to believe that all literacy professionals would agree on what particular items should be included in the CIERTQ. Even though the basic items were originally developed from the Benchmarks: Literacy for Grades R - 4 (1999) document, there may be items that are unrepresented, misinterpreted or even over-rated (Henk, Marinak, Moore & Mallette 2004:332).

However, one of the intentions of the CIERTQ is to reflect the outcome behaviour of competent and effective teachers, and to invite them to adjust the instrument for it to be contextually relevant for their different situations. An extended purpose of the self-administered CIERTQ may also encourage teachers, principals, officials and lecturers



personally to discuss both philosophical and best reading practice issues within their local school contexts. Such shared experiences could lead to establishing common expectations for the approach that teachers' adopt in their reading classrooms.

This emerging, reliable and convenient profile of expected professional competencies is economical in terms of its time required for administration, scoring as well as micro-, meso- and macro-planning on the behalf of teachers and subsequent lesson preparation. However, teachers should see the development of reading skills as a continuum, rather than as an accumulation of separate discreet skills taught to learners during different grades. The items can be adjusted or adapted to meet specific situations.

During an interview with one of the teachers in December 2002, an interesting incident became evident to the researcher. In the past, teachers felt there were "ceilings" imposed by the curriculum and that they would not be allowed to teach reading skills that went beyond into the next grade. However, one teacher remarked, "You used to keep them (the learners) at their levels; now there is no ceiling in each level". With CLE and the new RNCS (2002b) Home Language policy document's assessment standards and outcomes, some teachers are now seeing these sets of reading skills as a continuum with no ceilings. Walker (1992c:120) argued that CLE teaching places no limits on the difficulty of what a child is allowed to read or write. Once children are placed within circumstances where they become enthusiastic readers and writers, they will learn to do things that are similarly impressive.

A possible future problem with using a profile of expected competencies could be that sometimes teachers may focus on some competencies more than on others; and they might accept merely adequate knowledge by the learners of these pedagogic reading skills. However, there might also be teachers who focus on outstanding and exceptional implementation of these competencies of the teaching of reading.

### **5.3 DISCUSSION OF VALIDITY**

According to Cohen, Manion & Morrison (2003:105-132), validity is the extent to which a measurement, test, or study measures what it purports to measure. The principal question that validity asks is: Are we really measuring what we think we are measuring – is our research authentic? However, Zeller (1988:323) argued that in the past when studying validity, the

concept of connecting the abstract theoretical considerations to the measures was ignored. He believed it was impossible to provide compelling evidence to validate a measure of a concept unless there existed a theoretical framework that surrounds the concept. He stated that validity is the process of relating our observations to theory – “*precepts without concepts are blind*”. Zeller (1988:447) stated that in a particular specified context, “*One validates, not a test, but an interpretation of data arising from a specified procedure.*” In the same vein, but more recently Le Grange & Beets (2005:115) argued, “*the interest therefore is not to validate a test but to validate the inference that can be drawn from the learner’s results*”.

Killen (2003:5) extends this reasoning by stating that validity should be thought of as formulated by the American Educational Research Association, American Psychological Association and the National Council on Measurement in Education, namely: validity is a unitary concept that refers to the “degree to which a certain inference from a text is appropriate and meaningful.” From this perspective, validity always refers to the degree to which the evidence supports the **inferences** that are made.

In the light of the above statements, the following discussion of the various types of evidence of validity will be discussed in the context of the current research study.

When considering the development and implementation of the CIERTQ through its various versions, it is not enough to merely look at the items and consider them valid or not, simply because they were based on the current policy documents and literacy theories. It is also necessary to focus on the validity of the judgments and sources of external data, made by the teachers and experts in the literacy field and the inferences they drew from the assessment-generated evidence.

Next the analyses of the results from sources of evidence from internal data will be evaluated in terms of their potential to provide useful evidence about the constructs that they are designed to measure.

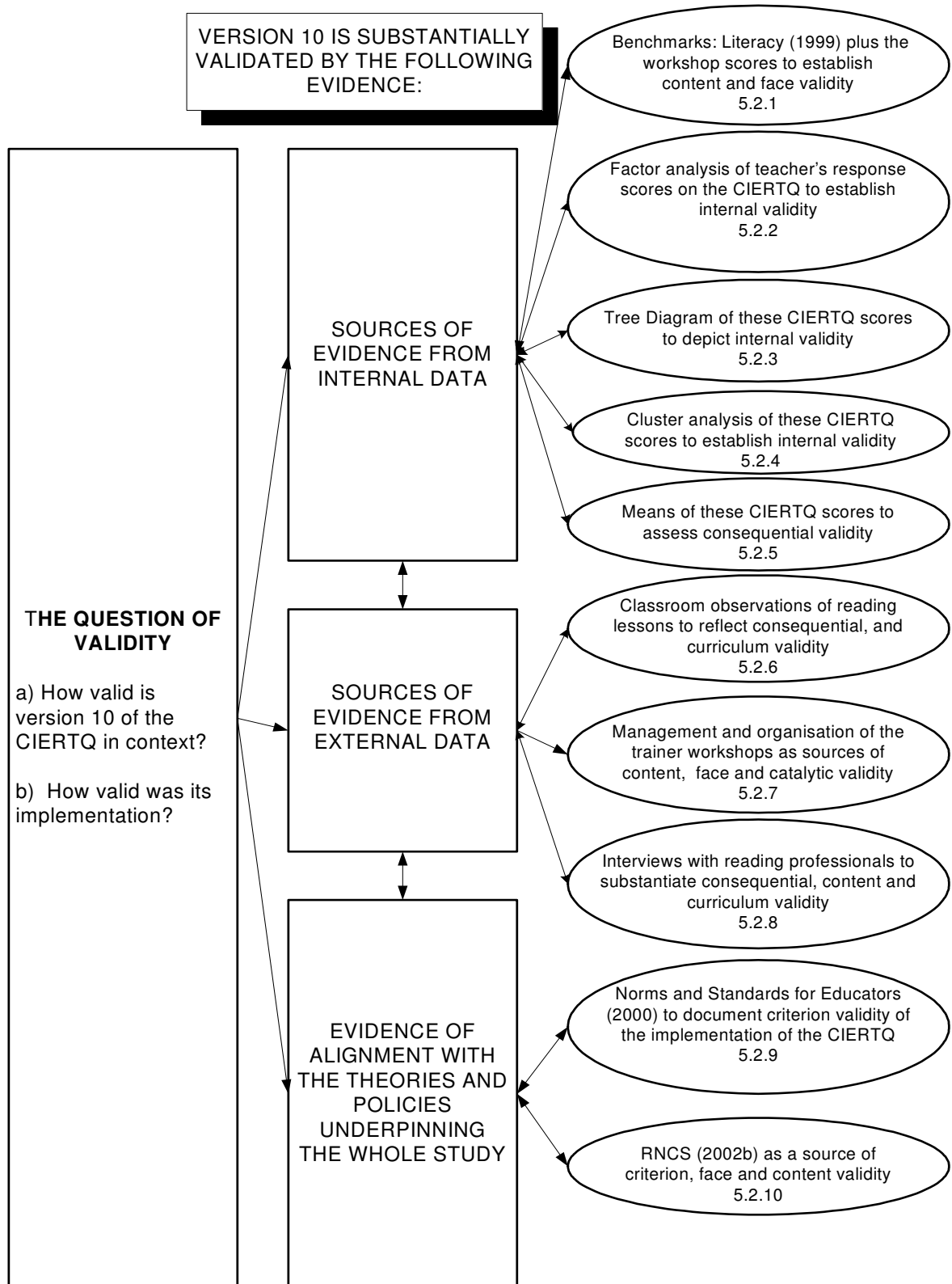
Finally all evidence produced from these tasks will be interpreted in a defensible way.

It is only when all the evidence is in place and aligned that inferences can be drawn about the development of the CIERTQ having the potential to be valid for research purposes, classroom use and policy development. Although at the time the CIERTQ was developed the source of

the competencies was based on current government documents, it needs to be acknowledged that one day these policy documents will be revised again.

Figure 5.2 on page 211 is a pictorial representation of the component sources of data that will be used for assessing the overall holistic validity of the investigation, its context and implementation.

**Figure 5.2** Sources of data for judging and assessing the overall construct validity for the study in terms of the validities of its individual smaller components: a holistic overview



When considering a holistic view of the current research paradigm, it has become apparent that all four types of implemented triangulation, as discussed in Cohen, Manion & Morrison (2003:115), are evident. There is *time triangulation*, which includes both longitudinal, and cross-section studies. *Space triangulation* is evident, since many teachers, representing the three dominant languages and cultures of the Western Cape have been investigated. *Investigator triangulation* became apparent when three experts (education officials and a lecturer) in the field of literacy were interviewed regarding literacy practices. *Methodological triangulation* is evident in the study when one sees convergence between independent measures of the same objective.

Since much of this research has been quantitative, one expects there to be a certain measure of standard error, which is inbuilt. The investigation has attempted to maximise the validity and minimise the invalidity, accentuating the fact that validity should be seen as a matter of degree and context rather than as conclusive.

The discussion that follows describes the multiple sources of validity that have occurred throughout the research process as they have been discussed in previous chapters. It would be naïve to believe that any one of the sources of data would be used as the sole criterion to determine validity – it is important to see the study as a whole integrated unit where there are multiple measures. To exemplify this discussion, an example of each will be discussed; however it does not imply that there are no other examples.

### **5.3.1 The *content and face validity* of the workshop data as an accurate or authentic reflection of the Benchmarks: Literacy for Grades R – 4 (1999)**

From 1999, qualitative data were generated through workshops and open-ended questionnaires to develop and refine versions 1 to 8 of the CIERTQ so that it reflected the content of the Benchmarks: Literacy for Grades R – 4 (1999) document. This statement has been explained in more detail in Chapter 3 Figure 3.1 page 84. The evidence subsequently presented indicates that there is a comprehensive depth of cover of the domains it purports to reflect – the Benchmarks: Literacy for Grades R – 4 (1999) policy document.

### 5.3.2 The *internal validity* of the factor analysis

According to the factor analysis of the workshop scores obtained for version 9 of the CIERTQ in Table 4.15 on page 172, all four items in the sector “*Reading for meaning and interpretation*” generated positive factor loadings consistently between 0.78 and 0.67. The theoretical inference to be made from these results is that the conceptualisation of reading for meaning and interpretation is correct. This result indicates moderately strong internal validity.

### 5.3.3 Tree diagram of the scores as an indication of *internal validity*

An ideal pattern would reflect linkage distances of uniformly small magnitude for all eight sectors. This situation did not always occur in Figure 4.7 on page 158, so the sectors are not always consistent with each other in terms of strength. This result is one weakness in the internal validity. However, five of the eight sectors exhibited strong consistency in both clustering and base line values.

### 5.3.4 Cluster analysis of the scores as an indication of *internal validity*

As noted in Chapter 4 Figure 4.6 page 155, generally there was a visually consistent degree of cohesion among the items relevant to a particular sector. It is interesting to note the separate clustering patterns of the “*Reading for meaning and interpretation*” sector with relatively high factor loading values such as 0.54 and 0.59 and the “*Serendipitous factors*” with loading values of between 0.65 and 0.73. These results are also reflected consistently in the factor analysis as well as the tree diagram. A possible reason for this result is the historically based focus on skills based teaching as opposed to the constructivist approach to CLE teaching.

### 5.3.5 Means of the scores to assess *consequential validity*

Chapter 4, Table 4.5 page 131 for version 9 of the CIERTQ, discloses that all four items in the “*Reading for meaning and interpretation*” sector were ranked in importance only between 22nd and 28th out of all the 41 items. This middle order ranking by the workshop teachers was unanticipated. Since the CLE workshops focussed on developing natural language-learning contexts, one would have expected the “*Reading for meaning and*

*interpretation*” sector to have generated top scores. One possible reason for this lack of transferability between sound CLE reading theory and actual pedagogical practice might be that the workshop teachers have been teaching skills and content for so many years in their own ways, that it will take a while for these teachers to adjust their views of teaching reading using a more holistic paradigm. The whole school and parent body might have to understand and be in agreement with such a major shift in emphasis before real noticeable changes might become evident.

### **5.3.6 The use of classroom observations to detect *consequential, concurrent and curriculum validity***

As stated in Chapter 4, Table 4.1 on page 124, five classroom observations of reading lessons were conducted. Three of the five teachers were teaching in the Foundation Phase and were observed to be using literacy teaching techniques very effectively with their learners. For example, they scaffolded the meaning of the starter text so all learners would have a similar understanding of it. These are strong indicators of both consequential validity (because the teachers were doing what they had been trained to do), concurrent validity (because what the teachers were doing in the classroom environment correlated to the quantitative test scores), and curriculum validity (because the content of what they were teaching was reflected in the policy documents of that time).

### **5.3.7 The trainer workshop management and organisation as sources of *content, face and catalytic validity***

The following is an accurate remark from one of the expert interviewees while she trained her teachers, as quoted in Chapter 4 page 177. This remark offered some catalytic validation to the training of the literacy workshops. Le Grange and Beets (2005) explained catalytic validation as “*the degree to which the research process has transformative or empowering outcomes.*” The following comment appears to be a manifestation of catalytic validation.

I sit down with my training team members and I said to them – guys why don’t you go around? There are teachers who are implementing CLE, then you tell all those teachers they are going to do the training of the teachers for us. It was super! Good way – even this year we are going to do the same.

CLE attempts to empower teachers so they can go into their communities and teach, transform and empower others through its underlying principles of management and organisation.

### 5.3.8 Interviews as possible sources of *consequential, content and face validity*

Shepard (2001:1096) stated “consequential validity should produce effects as intended.” To corroborate this claim, an example of strong consequential validity became evident when interviewing one of the pilot school teachers in 2002, as recorded in Chapter 4 Table 4.1 page 124. This teacher independently stated:

I think questionnaires like this could be supplied to educators so that, whenever you are teaching, you go back and refer to this: “Am I doing this: where do I need to do better: am I really covering this?” So questionnaires like this, I am sure, can also enhance us as educators.

This remark is consistent with the purpose of developing the CIERTQ, as stated in Chapter 1 page 13, so that teachers can use it pedagogically in their classrooms. Teachers can use the CIERTQ to assist their personal micro-, meso- and macro-planning, as well as for diagnostic information and evaluation on the progression of their own pedagogical literacy skills.

### 5.3.9 The use of Norms and Standards for Educators (2000) to monitor *criterion validity* of the CIERTQ

The Norms and Standards for Educators (2000:10) document states that the key premise of the policy is the idea of **applied competences** such as practical, foundational and reflexive competences, as described in Chapter 1 page 5.

Zeller (1988:325) stated “criterion validity is the degree of correspondence between the indicant and the criterion.” In this study, the correspondence between the applied competences (the criterion) and the items in the CIERTQ (the indicant) is high, therefore there is considered to be criterion-related validity.

An example of predictive validity is suggested by the Norms and Standards for Educators document (2000:20) in the section: Scholar, Researcher and Lifelong learner. This statement predicted that learners in an authentic context would demonstrate the ability to, “Read academic and professional texts critically” (the criterion). This statement is consistent with



the sector “*Reading for meaning and interpretation*” (the indicant) derived in version 10 of the CIERTQ.

### **5.3.10 The RNCS (2002b) Home Language policy document as a source of *criterion, face and content validity***

One example of how both the RNCS (2000b) Home Language policy document (the criterion) and version 10 of the CIERTQ (the indicant) correspond with each other, indicating how concurrent criterion validity is derived, is seeing the high degree of word matching between the sector “*Reading for meaning and interpretation*” and the RNCS (2000b) Home Language policy document. The researcher tracked the evidence in the RNCS (2000b) Home Language policy document (pages 33, 73, 75, 77, 104 and 106) that correlated with the sector “*Reading for meaning and interpretation*”:

- Grades R to 3: includes an assessment standard that refers to “*Makes meaning of written text.*”
- Grades 4 to 6: includes an assessment standard that refers to “*Reads and responds critically to a variety of South African and international fiction and non-fiction.*”
- Grade 7: includes an assessment standard that refers to “*Shows understanding of a wide range of information text.*”

On reflection, this discussion of the various sources of data for judging and assessing the overall construct validity in terms of its smaller components, combines well to form a holistic and comprehensive understanding of the core indicators of a proficient teacher of reading in a South African context.

## **5.4 CHAPTER SUMMARY**

This chapter discussed the findings presented in Chapter 4 pages 121 – 178 in relation to the purposes of the study, some of the theories presented in Chapter 2 from pages 31 - 81, the classroom observations, interviews and the most recent policy documents. Suggestions have been highlighted, from a theoretical perspective, to enable teachers to be proficient teachers of reading in primary schools in the Western Cape.

- 
- Additional refinements were suggested to realign, illuminate and amplify version 10 of the CIERTQ within the context of teaching reading in economically developing schools in the Western Cape;
  - When implementing a new approach to the teaching of reading into a province as large as the CLE programme has become, one needs to consider the complex task of how teachers will adjust and adapt to the new learning and its processes. This process is multifaceted and broad in nature and should never be underestimated;
  - Curriculum reviews and changes happened during this and other research, therefore there is a need for researchers to be flexible and allow for these adjustments;
  - Future extensions to this research were suggested particularly in the field of multilingual reading cultures and reading approaches;
  - The researcher would like to see more emphasis on the teaching of reading for meaning and pleasure in the primary schools in the Western Cape;
  - Although a different theory of reading was not suggested for economically developing and developed schools, it was suggested that more emphasis be placed on different approaches to reading in a multilingual province, including the use of all reading skills across all phases; and
  - The whole study was scrutinized for validity purposes.

Chapter 6 now discusses recommendations and conclusions that have become apparent from this study.

## CHAPTER 6

### CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS

#### 6.1 INTRODUCTION

This chapter represents the culmination of the thesis by providing an overview of the main research purposes or goals, and then presenting them in relation to the results and the analytical framework outlined in Chapter 2. Finally, a summary of outcomes and conclusions, possible recommendations and inferences are made for teachers, curriculum and policy developers, and for teacher training institutions.

#### 6.2 PURPOSES, GOALS, OUTCOMES AND CONCLUSIONS

The purposes or goals of the research were threefold:-

**6.2.1** *Is it possible to identify, clarify and verify definitively the core indicators of an effective teacher of reading in the South African context through the combined use of multidimensional methods of research methodology including interviews, action research, questionnaire surveys and document analysis?*

##### **Outcomes and conclusions**

The study has shown that it is possible to identify, clarify and verify a profile of core indicators of an effective reading teacher that is **comprehensive**, and that largely fulfils the aims of this research as well as synchronising with the policy documents. The CIERTQ has been shown to have acceptable reliability and validity.

A total of 41 definitive items have been identified through statistical analyses, and grouped into seven discreet sectors designated as the following:

Reading scaffolding skills

Reading for meaning and interpretation

Reading for scanning and research  
Reading for reflection and analysis  
Reading for understanding  
Reading for application  
Reading to make judgments.

The wording of all 41 items and seven sectors has been clarified through nine trials. The items, sectors and groupings of items have also been verified through three interviews.

Hence, the instrument can be used with some degree of confidence by teachers of reading, using a methodology of their choice, in economically developing countries such as South Africa.

In this study the use of both quantitative and qualitative research methodologies has proven to be feasible, valid and reliable. The qualitative studies, and interviews with both teachers and literacy experts (education officials and a lecturer), led to important modifications and clarifications to a) the wording of items; b) the wording of sectors; and c) the groupings of items within the sectors. The interviews resulted in discussions about common understandings about best reading practices and were valuable professional team-building experiences. The quantitative analyses led to uncluttered critical descriptive analyses of the results which have led to producing a valid and reliable instrument.

**6.2.2** *How well do the various parts of the profile of core indicators corroborate the educational framework or primary classroom reading and language pedagogies advocated by: a) The RNCS (2002b) Home Language policy document; b) Cambourne's (2004) social constructivist's theory; c) Walker, Rattanavich & Oller (1992) as the leading exponents of CLE; d) linguists such as Halliday (1978) and Hasan (1984); and e) educational reading practitioners such as Vacca (2004)?*

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## **Outcomes and conclusions**

### **a) The Policy document statement**

The policies expressed in the RNCS (2002b) Home Language policy document are fully consistent with all 41 items in the South African context – however the wordings will be slightly different in the two documents.

Teachers in South Africa will be able to use the CIERTQ both for diagnostic purposes to assess informally the level of their learner’s literacy progression, as well as a source of engaging teachers in discussions around how to teach reading in their classrooms.

The CIERTQ and the RNCS (2002b) Home Language policy document differ in the seven sector names of the CIERTQ and the six learning outcomes of the policy document. However, the people interviewed for this research believed that the CIERTQ sector names offer a broader and more holistic view of reading than that expressed in the policy document. Hence although the RNCS (2002b) Home Language policy document is comprehensive it is more limited by comparison.

### **b) Cambourne’s social constructivist’s theory**

All seven sector names, and groupings of items within each sector, provide substantial evidence and support for Cambourne’s social-constructivist framework in a reading classroom environment. The workshop data has also generated documented evidence that using this literacy technique in a constructivist framework has had positive effects on learners’ outcomes in a reading classroom.

Cambourne’s theory regards all these items as being of importance and relevance. A total of 39 of the 41 items in the CIERTQ have met this requirement. Cambourne (2004:25) claimed that the instructional practices that best fit the teaching of reading may be considered “a constructivist paradigm of teaching, learning and knowledge-building”, and the findings of this study support his view.

**c) Walker and Rattanavich**

Walker and Rattanavich's applied teaching and learning procedures embedded in the literacy programme appear to be fully implementable, applicable and defensible in the context of a South African economically developing country.

Stage 2 of Walker's approach included the implementation of genre theory. The CIERTQ includes four items that refer to genre theory and all items were rated or judged by 144 teachers as either "*highly relevant*" or "*essential*" in this literacy context, thus supporting the implementation of genre theory in the context of a developing country.

**d) Linguistics**

Nine items in the final version of the CIERTQ (version 10d) are related directly to the theories of sociolinguists and psycholinguists. Eight of the nine items were ranked or judged between "*highly relevant*" and "*essential*" and only one item was ranked as "*relevant*" to "*highly relevant*". Therefore the responses of experienced reading teachers to the CIERTQ support these theorists. Either the outcomes of the CIERTQ suggest increased confidence in the theorists or, if the theorists are correct, the workshop reading teachers who participated in the workshops are experiencing a large measure of confidence in the CIERTQ.

The content and construct validity of the wording of nine items have also been triangulated on the basis of the workshop, the teachers responses and the wording of the instrument. There is additional support for an addition to these three concepts and that is supplied by the educational theorists.

**e) Educational reading practitioners**

No recent research to date appeared to have developed and produced a coherent, stable and consistent synthesis of the key indicators of an effective teacher of reading. The results of this research are the first of its kind and have developed a holistic pedagogical theory for the teaching of reading for developing countries. The CIERTQ harmonises with, incorporates and is partially consistent with the various key expressions or beliefs of 75 reading

practitioners listed in Figure 2.1 on page 32. The items in the CIERTQ do not contradict any of the stated theories or methodological approaches.

However, five important educational theorists whose work has been corroborated particularly well in the current study are Vacca (2004), Fischbaugh (2004), Pardo (2004), Winburg & Botes (2005) and Goodman (2005) in respect to: scaffolding reading techniques; reading scaffolding skills; reading for meaning and interpretation; reading for scanning and research; reading for reflection and analysis; reading for understanding; reading for application and reading to make judgments.

**6.2.3** *Is it possible for three expert reading teachers (education officials and a lecturer) to perform a detailed summative evaluation of the final version of the produced profile of core indicators, in comprehensive face-to-face interviews, to discover in what ways their critical professional assessments concur, and in what ways they differ, and why?*

### **Outcomes and conclusions**

The results have indicated that it is possible to perform a multi-dimensional, coherent and consistent summative evaluation that makes sense in terms of current theoretical studies on the teaching of reading. The three expert reading teachers agreed with the developed profiles as explained in Table 4.16 on page 174.

### **6.3 LIMITATIONS**

Any research investigation is bound to have limitations. Some of these limitations are sometimes beyond the control of the researcher. Limitations to this study and steps that were taken to minimise those that are within the reach of the researcher will be discussed. Where weaknesses occur in this study, they could lower the validity of the research findings and it is therefore important that when the readers read this study, they take these weaknesses into account.

There has been one basic limitation and a few minor weaknesses of the study.

- a) A basic limitation was that there were fewer than the theoretically ideal number of 800 participants in the participant group who completed all the questionnaires. Although an orthogonal factor analysis would have been the preferred mode of analysis, it could not have been conducted properly on the smaller participant groups available. However, the cautious factor analyses have indicated a clear and strong internal structure.
- b) In developing countries some educational theorists might consider that using teachers from grades R to 7 to complete a questionnaire would be a limitation as they would argue that each grade has their own discrete reading skills.
- c) Another weakness could be that interviews with more teachers, who completed the CIERTQ, might be needed to enhance our understanding of the results obtained from quantitative studies like this one.
- d) During the research investigation the national curriculum changed and a new RNCS (2002b) Home Language policy document was introduced. This document introduced new AS's (Assessment Standards) which would have been important to include at the beginning of the research process. Nevertheless Aston-McCrimmon (1986:960) cautions that no one list of competencies could possibly encompass all professional roles.
- e) Another weakness was the limited duration of the workshops in which teachers were introduced to this literacy methodology. When conducting a training session over two Saturdays, as was the case in version 8, mostly insignificant individual shifts occurred in the teachers' understandings of reading pedagogy.

Although administrators in the Western Cape Education Department committed themselves to provide support for this literacy programme – in which all their Learning Support personnel, Foundation Phase and Intermediate Phase curriculum advisors and psychologists in all the seven EMDCs were trained - in reality the infrastructure of neither the EMDCs nor their support structures were fully adequate for the implementation of such a major literacy intervention programme.



However, where the teachers had experienced a more intense training, as in the trial of version 9, the shifts in the teachers' theoretical understandings of the socio-constructivist approach to teaching CLE, and of reading for meaning, were more noticeable.

- f) Another limitation might have been inviting only some teachers within a grade to attend the workshop, and not including whole schools as well as their principals.
- g) Although the workshops focussed on introducing teachers to a new approach to teaching reading, the researcher believes that time should have been allocated for discussing the practical implications of the socio-constructivist theory of learning in a literacy classroom.

## **6.4 RECOMMENDATIONS AND OBSERVATIONS FOR FURTHER CONSIDERATION**

### **6.4.1 Recommendations for further research**

As an extension to this research, it is suggested that a future team of investigators administer the final version 10 to a sample of more than 820 teachers who have undergone intensive training in CLE to statistically confirm and consolidate the identified factors.

Once the items of version 10 of the CIERTQ have been clarified and validated, the questionnaire may be used to obtain information on teacher and student's pedagogical understandings of teaching reading to assess whether there is congruence between their pedagogical conceptions and classroom practices. For example, are the teachers' reading classrooms more teacher-centered or learner-centered?

Three or more separate but equivalent CIERTQs might be developed for primary, high school and tertiary level and for other subject-specific learning areas such as biology, science, and mathematics. (For example, a CIEMTQ for Mathematics studies.)

Another future extension of this research could be investigating cross-provincial, national and international studies, cross-language, gender and grade responses to the CIERTQ, on

teachers' understandings of the teaching of reading in economically developing countries. Aldridge, Fraser & Huang (1999:60) explored the nature of classroom environments in a cross-cultural study involving Taiwan and Australia and they concluded, "Comparative studies of this nature enabled researchers, teachers, and teacher educators to gain better understandings about their own beliefs and social and cultural restraints to their teaching."

The most interesting aspect of the methodology used in the current research shows that the use of large repeat samples has led to a well integrated and better defined description of the component sectors, in the emerging profile. Therefore a strong methodological feature of this research has been the clearly beneficial outcomes of an increasingly well-defined product, which I would recommend as a future methodological feature to be considered by future doctoral students.

#### **6.4.2 Recommendations for senior curriculum advisors and support agencies within the Western Cape Education Department (WCED)**

- a) From this research there is evidence that teachers may require additional assistance when implementing a new literacy strategy from the Education Department's senior curriculum advisors and SLES (Specialized Learner and Educator Support) support staff. This conclusion is supported by the results of those teachers who completed version 8 of the CIERTQ who showed insignificant shifts in their understandings of an effective teacher of reading, whereas greater shifts were evident from teachers who completed version 9 of the CIERTQ who received a more in-depth training. Although there are many literacy strategies listed in the WCED Literacy Strategy to address the grade 3 Reading and Numeracy 2002 – 2008 document (2001), the teachers appear to require assistance while implementing a new literacy strategy. Fullen & Stiegelbauer (1991:37) confirmed that teachers need support when developing a new pedagogy and when coming to grips with the new beliefs underlying the change.
- b) It is recommended that the senior curriculum planner in the WCED should review all the literary programmes currently running in mainstream schools in the Western Cape to reduce the number of literacy theoretical frameworks which appear to be confusing teachers. From the interviews conducted with three literacy experts it became evident that there were too many literacy programmes being conducted in the Western Cape. For example one of the interviewees stated:

There are too many strategies on reading - I don't say they mustn't be there, but along the way it is also leading to confusion of teachers – we've got LIP (Literacy Intervention Project) and RIP (Reading Intervention Project – grade 8), we've got the 'hundred books' and then the teachers say, "Ag, we're confused, this is too much, and just fold their arms."

- c) It is suggested that organisations working in partnership with the Education Department and the Education Department's curriculum advisors, together draw up a code of conduct before attempting to implement a reading programme in their schools. For example Mouton (2000:145) suggested, with hindsight, that in the Thousand School Project (TSP) a code-of-conduct with regard to commitment, materials, support and professionalism and follow-up visits to schools might have been useful between all responsible organisations.

#### **6.4.3 Recommendations for the South African team of policy document writers to include a few more Assessment Standards (AS's) into Learning Outcome (LO) 3: Reading and Viewing and a few more policy issues into the Introduction section**

Aston-McCrimmon (1986:960) recommended that the South African writers of policy documents should regularly update and revise lists of competencies to reflect new educational developments or research outcomes. Evidence and results produced from the nine trials of the CIERTQ indicated that there are possibly five new Assessment Standards (AS's) to be included in a further revised Home Language policy document and possibly a new policy issue which could be included in the Introduction section of the document:

- a) **Add "The importance of reading for meaning and application" to the Assessment Standards (AS's) in the revised policy document from grades R to 7**

It is recommended that the South African writers of the Language policy documents should highlight the importance of **reading for meaning and application** in the Reading and Viewing Learning Outcome (LO) in future revised Home Language policy documents. Although reading for meaning and application are constantly referred to in the RNCS (2002b) Home Language policy document from grades R to 7, the teachers appear not to have fully transferred this knowledge and practically implemented it in their reading classrooms.

It is of some concern that many of the teachers who completed the CIERTQ believed that the items in this sector were merely "relevant" rather than "essential" to the teaching of reading,

although the **reading for meaning and interpretation** sector's scores improved from version 8 to version 9 (Figures 4.4 and 4.7).

The three interviewees concurred that reading **for meaning and application** was “the most important thing” about reading. Current reading theorists such as Strickland, Snow, Griffin Burns & McNamara (2002), Winburg & Botes (2005) and Pardo (2004), also reiterated understanding meaning to be a vital aspect of reading.

**b) Add “role-play” to the Assessment Standards (AS’s) in the revised policy document from grades R to 4**

It is suggested that the writers of the RNCS (2002b) Home Language policy document review it, and include an additional Assessment Standard (AS) “**The learner role-plays reading**” to the Reading and Viewing Learning Outcome (LO) from grades R to 4. The original RNCS (2002b:16) Home Language policy document refers to “role-playing” **only** in grade R where it is stated:

We know this when the learner “Role-plays reading”:

- Holds a book the right way up, turns pages appropriately, looks at words and pictures and understands the relationship between them, and uses pictures to construct ideas;
- Distinguishes pictures from print (e.g. by pointing at words rather than pictures when ‘reading’).

Evidence from the statistical analyses indicates the importance of **reading for communicating** when the items in this sector of the CIERTQ improved from version 8 to version 9 (Figures 4.4 and 4.7). The three interviewees concurred that this sector was as important as the **reading for meaning** sector. Hasan (1984:69) stated that, “Talk prepares the way into the written mode and that the child needs to be given the experience of both talking and writing over a large range of genres.” Rattanavich (1992b:16) argued that when learners role-play they should also make sure they understand the **meaning** of what was read.

**c) Add “make time to reflect on authors’ styles of writing and illustrators’ styles of illustrating” to the Assessment Standards (AS’s) in the revised policy document from grades 3 to 9**

It is strongly recommended that the writers of the future revised language policy documents include Assessment Standards (AS's) that request learners from grades 3 to 9, **to make time to reflect on authors' styles of writing and illustrators' styles of illustrating.**

The evidence from Figure 5.1 on page 184 indicates that the 144 respondents, who completed version 9 of the CIERTQ, awarded this item the second lowest number of circled 4s and the largest number of "no responses".

A possible reason for these low responses might be found in the RNCS (2002b) Home Language policy document. Although the phrase, "discuss authors' and illustrators' styles" does not directly appear in the Assessment Standards (AS's) from grades 3 to 9, perhaps this information is embedded in the following AS's:

We know this when the learner:

- |              |   |
|--------------|---|
| Grade 3:     | Uses visual cues to make meaning.<br>Make meaning of written texts.<br>Reads for information and enjoyment.   |
| Grade 4 – 6: | Explains interpretation and overall responses to text giving reasons based on the text or own experience.<br>Discusses how techniques used by writers, graphic designers and photographers construct particular views of the world and position the reader in various ways. |
| Grade 7 – 9: | Reads spontaneously and often for pleasure and information across the range of text types studied, describes personal response and discusses the kinds of texts enjoyed.<br>Discusses and explains the purpose, audience and context of a text.                             |

During a meeting with the CLE trainers in February 2004, this item was discussed and the consensus was that it is a crucial skill to develop and should be retained in version 10. Hence, the results of this research advocates that a new Assessment Standard (AS's) be included where the wording is simple and clear for grades 3 to 9.

**d) Add "make time to reflect on and evaluate learners own reading skills" to the Assessment Standards (AS's) in the revised policy document from grades 4 to 6**

It is also strongly recommended that the writers of the future revised language policy documents include Assessment Standards (AS's) that request learners from grades 4 to 6, **reflect on and evaluate learners' own reading skills.** This item, which encourages the

metacognition of reading, was missed in the original formulation of the CIERTQ document. The importance of this item is evident by the interviewees' reactions when asked to discuss their impression of the sector **reading for reflection and analysis**. Int1 stated:

I like it because, at the end of the book, you have to reflect what you've read and make your own analysis.

This item does reflect the current theory underpinning CLE and socio-constructivism. Although Bloem (2004:54) stated that this skill is often eliminated from the curriculum due to time constraints, Cambourne (2004:32) argued that reflection is a language process that assists learners to explore, clarify meaning, and extend their manner of thinking.

This Assessment Standard (AS) is found in the RNCS (2002b) Home Language policy document **only** from grade 7. Henk & Melnick (1995:470) suggested that children in earlier grades (grades 1 to 3) tend not to appraise their reading ability accurately, nor attribute the causes of their achievement properly. Therefore, because of the evidence from the current reading theorists and the local reading experts, it is recommended that this item be included in Assessment Standards (AS's) for grades 4 to 6.

e) **Add “make time for reading for pleasure” to the Assessment Standards (AS's) in the revised policy document from grades R to 9**

It is strongly recommended that a future team of South African writers of a revised RNCS (2002b) Home Language policy document should include Assessment Standards (AS's) from grades R to 9 that deal with **reading for pleasure**. It became noticeable that teachers are not doing this as is indicated by the remarks of a teacher who said:

I would like to highlight the “pleasure” part – because we are so busy teaching our children skills and critical thinking and this and that and the other, our children are being bombarded by such a lot – that the pleasure of the whole reading thing has gone with the wind. The thing is with reading – reading can be very dead. But, with CLE, the child is so involved from the beginning – the child is involved, the children are doing the pictures, they are making the big books.

Possible implications might be to:

- Always have a book in the classroom from which to read to the class.
- Encourage membership of public libraries as well as use of the school library.

- Form book clubs in the class and encourage book exchanges.
- There should be much reading matter around the classroom and on the walls. This should be changed frequently to keep it alive. It should include much material produced by the learners themselves.
- Pupils should be introduced to books in a weekly session of reader guidance.
- Make reading a habit.
- Play reading/broadcast plays/poetry reading/choral verse speaking.

In 1999, at the time of selecting the sectors for the development of the CIERTQ, the Benchmarks: Literacy for Grades R – 7 (1999) merely listed the reading skills and did not have the assessment standards which the RNCS (2002b) Home Language policy document does today. However, **reading for pleasure** in this document is developed in the following manner:

We know this when the learner:

Grade 1 - 3:	Reads for information and enjoyment.
Grade 4 – 6:	Selects relevant texts for personal and information needs from a wide variety of sources such as in local community and via electronic media.
Grade 7:	Reads spontaneously and often for pleasure and information across the range of text types studied, describes personal responses and discusses the kinds of texts enjoyed.

It is possible that the following Assessment Standards (AS's) for teachers might be added **make time for reading for pleasure:-**

- Share interesting stories with the learners in your class;
- Play language activities and competitions to consolidate phonic knowledge;
- Allow learners to role-play stories;
- When reading for pleasure select books where the subject matter interests you;
- When reading to the learners show your facial enjoyment of the story;
- Display reading material all over the classroom – on bookshelves, or in cupboards or suspended from string hanging across the classroom; and
- Deal with the contents of books in a light hearted or amusing manner.

**f) The importance of cross-curricular teaching and learning in the RNCS (2002b) Home Language policy document**

At a macro-level and in high schools, it is recommended that the policy document writers should stress, the importance of **cross-curricular teaching and learning**, in future revised Language policy documents. The evidence from the interviews suggests that teachers feel restricted. One of the interviewees stated:

And once again there is a problem in literacy in high schools; they pass the buck to the language teachers, they don't see that there is also language in their content subjects.

However where cross-curricular teaching and learning had been successfully applied, one of the teachers interviewed in 2002 stated as follows:

I feel that the best thing that it (CLE) has done for me was that it is possible for me now to explore English outside of the class.

**g) Pacing and approaches to teaching reading**

It is recommended that the policy writers of the future revised RNCS (2002b) Home Language policy documents allow more time to those who are teaching reading in different languages, as more time is needed to achieve the necessary outcomes. The desirability of this recommendation was made evident when the three literacy experts were asked whether there should be different reading theories for economically developing and developed schools. Int2 stated that:

It depends on what kind of stimulation, development they have had in terms of literacy. I mean the theory has to be the same I don't see that you start or that you do a different thing, I think you just start on a different level and then you go a bit slower.

Int2 later suggested:

I think, and that's just my gut feeling that it has to be a little bit different, for a specific language. And I'm wondering about that because, for example, you start phonological awareness and we say what you hear first, last and in the middle, like in the word 'cat' or 'kat' in Afrikaans. But you can't do that with IsiXhosa speaking learners. They've got so many long words and well I was thinking you have to start with syllables, syllabification so that they can first hear the different sounds, and then from the syllables to sounds. Well I'm just thinking, I see that the teachers try to implement the same things that they've learnt to do in English in IsiXhosa and that doesn't work.



For example a grade 1 classroom teacher, wanted her learners to read the following sentence written in IsiXhosa; “Ingonyama yavuka yabamba impuku sele ifuna ukuyitya.” This sentence gives one an idea of the complex multisyllabic word structures that appear in IsiXhosa. If one had to syllabify the IsiXhosa words they would appear as follows: In/qo/nya/ma ya/vu/ka ya/bam/ba i/mpu/ku se/le i/fu/na uk/u/yi/tya. (In English this means: The lion woke up and caught the mouse, wanting to eat it.)

Clearly, the multicultural and multilingual aspects of teaching reading need to be researched continuously if the country is serious about improving the literacy rates in South Africa.

## **6.5 IMPLICATIONS**

### **6.5.1 Implications for teacher training institutions**

It is important that educators in leadership roles keep up-to-date with the most recent international research in literacy. The Minister of Education (2004) stated that South Africa needs a new pool of researchers to promote innovation, to pursue new areas of knowledge in education and to examine the relevance of current teacher training and its ability to create a new teacher fully capable of executing the mandate of educational transformation.

One of the principles of Outcome-based Education (OBE) is learner-centered teaching. Fung & Chow (2002:320) reported a disjunction between a university lecturer’s classroom practices and those of his students. They suggested that, for a positive transfer to occur between teacher educators and student teachers, the teacher educators must make their own pedagogical images explicit to their learners. Cambourne (2004:25) would agree with the above authors since he holds that the best reading instructional practices could belong to what he termed a “constructivist paradigm of teaching, learning and knowledge-building”.

Of particular concern for one of the literacy education officials was the work of Intermediate and Senior Phase teachers who have to teach so many illiterate learners who function at the primary grades. It appears that these primary grade teachers have not received sufficient skills of how to teach reading during their undergraduate courses, implying that this aspect should be included in future curricula for primary school teachers-in-training.

The results of this thesis will be fed back to the teachers in training institutions from grades R to 10.

### **6.5.2 Implications for conducting literacy workshops or professional development**

Walker, Rattanavich & Oller (1992:97) recommended ‘on-the-job’ training with the support of the local supervisors or advisers. Fullen & Stiegelbauer (1991:37) stated that change has to ‘occur in practice’, but this was not the case with the participant group of teachers who completed version 8 in 2003 as indicated in Table 4.4. The teachers who completed version 9 manifested more changes in their theoretical understandings, which indicated that introducing teachers to a new methodology ought to be done over a longer period of time with more face-to-face contact and more accountability on the part of the teachers.

There has been a shift to a socio-constructivist view of literacy teaching and learning. During literacy workshops or professional development sessions, time should be spent guiding the experienced and novice teachers into a better understanding of this theory and making the instructional practices explicit for them.

One of the literacy education officials interviewed stated that, “where the principals attended the workshop, those schools are ready to accept it (CLE).” In the selection of teachers who completed version 8 only a few principals attended. Mouton (2000:146) argued that in the Thousand School Project (TSP), where management support had been provided, the schools evaluated the project as either ‘very useful’ or ‘useful’.

Two of the educational officials interviewed showed concern for the teaching of phase 5 of CLE. One official stated:

Some teachers said it (CLE) doesn’t work and then you’ll find they don’t do Phase 5 – teachers need to be organised and know how to integrate it with other learning areas.

During CLE training courses, trainers need to emphasise strongly the importance of phase 5 and the planning that is required for it. Both officials concurred that the best way to train novice teachers would be to use experienced and successful CLE teachers.

## 6.6 CONCLUDING COMMENT

This study has contributed to

- a) producing a new, valid, practical and reliable instrument, the CIERTQ, which has the potential to be used for further professional use, such as extending classroom teachers didactic knowledge of teaching literacy, adapting the current policy documents; and encouraging further literacy research both nationally and internationally.
- b) validating and corroborating the theoretical principles underpinning Walker and Rattanavich's CLE literacy programme by showing that literacy, in economically developing countries, can be firmly located within the framework of a socio-constructivist paradigm;
- c) formulating modifications to local and national policy by recommending curriculum reforms in the future revised RNCS (2002b) Home Language policy document; and
- d) augmenting further research into literacy, which is a major focus for the Minister of Education.

It is anticipated that contributions from this research will help consolidate previous knowledge and suggest a way forward to further understandings.

## EPILOGUE

Working on this thesis has been the most rewarding life experience and it was a privilege to have located it in the Western Cape where the local government has been stable and encouraging of this study. The support that I have received from the University of Cape Town has been overwhelming. It has been an honour to work in collaboration with Rotary International where we have been able to make a noticeable positive and constructive difference to so many lives. Working with the education and EMDC officials, lecturers, teacher trainers, teachers and finally the learners, observing them growing and blossoming with new knowledge, has been a humbling and enriching experience.

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## **APPENDICES**

## APPENDIX 1

A LIST OF THE SEVEN ROLES FROM THE NORMS AND

STANDARDS FOR EDUCATORS DOCUMENT (2000)

GAZETTE NO. 20844

**1) MEDIATORS OF LEARNING**

PRACTICAL COMPETENCES	<b>LINKING THIS COMPETENCE TO THAT EXPECTED FROM A LITERACY EXPERT</b>
<i>(Where the learner demonstrates the ability, in an authentic context to consider a range of possibilities for action, to make considered decisions about which possibility to follow, and to perform the chosen action.)</i>	
Using the language of instruction appropriately to explain, describe and discuss key concepts in particular learning area/subject/discipline/phase.	
Using a second official language to explain, describe and discuss key concepts in a conversational style.	
Employing appropriate strategies for working with learner needs and disabilities, including sign language where appropriate.	
Preparing thoroughly and thoughtfully for teaching by drawing on a variety of resources; the knowledge, skills and processes of relevant learning areas; learners' existing knowledge, skills and experience.	V10 item 5
Using key teaching strategies such as higher level questioning, problem-based tasks and projects; and appropriate use of group-work, whole class teaching and individual self-study.	V10 items 12, 13, 14 and 32
Adjusting teaching strategies to: match the developmental stages of learners; meet the knowledge requirements of the particular learning area; cater for cultural, gender, ethnic, language and other differences among learners.	V10 items 38, 39 and 40
Adjusting teaching strategies to cater for different learning styles and preferences and to mainstream learners with barriers to learning.	
Creating a learning environment in which learners develop strong internal discipline; conflict is handled through debate and argument, and learners seek growth and achievement.	V10 items 2, 4, 17, 24, 36, 38, 39 and 40
Creating a learning environment in which: critical and creative thinking is encouraged; learners challenge stereotypes about language, race, gender, ethnicity, geographic location and culture.	V10 items 38, 39 and 40
Using media and everyday resources appropriately in teaching including judicious use of; common teaching resources like text-books, chalkboards, and charts, other useful media like over-head projectors, computers, video and audio (etc); and popular media and resources, like newspapers and magazines as well as other artefacts from everyday life.	V10 items 9, 10, 20, 22 and 41



FOUNDATIONAL COMPETENCES	<b>LINKING THIS COMPETENCE TO THAT EXPECTED FROM A LITERACY EXPERT</b>
<i>(Where the learner demonstrates an understanding of the knowledge and thinking which underpins the actions taken)</i>	All of these competences provide the theoretical and conceptual background knowledge which the teachers are assumed to have in place
Understanding different explanations of how language mediates learning: the principles of language in learning; language across the curriculum; language and power; and a strong emphasis on language in multi-lingual classrooms.	
Understanding different learning styles, preferences and motivations.	
Understanding different explanations of how learners learn at different ages, and potential causes of success or failure in these learning processes.	
Understanding the pedagogic content knowledge – the concepts, methods and disciplinary rules – of the particular learning area being taught.	
Understanding the learning assumptions that underpin key teaching strategies and that inform the use of media to support teaching.	
Understanding the assumptions that underlie a range of assessment approaches and their particular strengths and weaknesses in relation to the age of the learner and learning area being assessed.	
Understanding sociological, philosophical, psychological, historical, political and economic explanations of key concepts in education with particular reference to education in a diverse and developing country like South Africa.	
Exploring, understanding, explaining, analysing and utilising knowledge, skills and values underpinning Education Training and Development practices.	
REFLEXIVE COMPETENCES	<b>LINKING THIS COMPETENCE TO THAT EXPECTED FROM A LITERACY EXPERT</b>
<i>(Where the learner demonstrates the ability to integrate or connect performances and decision-making with understanding and with the ability to adapt to change and unforeseen circumstances and explain the reasons behind these actions.)</i>	
Reflecting on the extent to which the objectives of the learning experience have been achieved and deciding on adaptations where required.	

Defending the choice of learning mediation action undertaken and arguing why other learning mediation possibilities were rejected.	
Analysing the learning that occurs in observed classroom interactions and in case studies.	V10 items 2, 4 and 6
Making judgments on the effect that language has on learning in various situations and how to make necessary adaptations.	
Assessing the effects of existing practices of discipline and conflict management on learning.	
Reflecting on how teaching in different contexts in South Africa affects teaching strategies and proposing adaptations.	
Reflecting on the value of various learning experiences within an African and developing world context.	
Reflecting on how race, class, gender, language, geographical and other differences impact on learning, and making appropriate adaptations to teaching strategies.	
Critically evaluating the implications for schooling of political social events and processes and developing strategies for responding to these implications.	

**2) INTERPRETER AND DESIGNER OF LEARNING PROGRAMMES AND MATERIALS**

PRACTICAL COMPETENCES	LINKING THIS COMPETENCE TO THAT EXPECTED FROM A LITERACY EXPERT
<i>(The demonstrated ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.)</i>	
Interpreting and adapting learning programmes so that they are appropriate for the context in which teaching will occur.	
Designing original learning programmes so that they meet the desired outcomes and are appropriate for the context in which they occur.	
Adapting and/or selecting learning resources that are appropriate for the age, language competences, culture and gender of learning groups or learners.	V10 items 1, 2, 3, 4, 5, 9, and 18
Designing original learning resources including charts, models, worksheets and more sustained learning texts. These resources should be appropriate for subject; appropriate to the age, language competence, gender and culture of learners; cognisant of barriers to learning.	V10 item 41
Writing clearly and convincingly in the language of instruction.	
Using a common word processing programme for developing basic materials.	
Evaluating and adapting learning programmes and resources through the use of learner assessment and feedback.	

<p>FOUNDATIONAL COMPETENCES</p>	<p><b>LINKING THIS COMPETENCE TO THAT EXPECTED FROM A LITERACY EXPERT</b></p>
<p><i>(Where the learner demonstrates an understanding of the knowledge and thinking which underpins the actions taken.)</i></p>	<p>All of these competences provide the theoretical and conceptual background knowledge which the teachers are assumed to have in place.</p>
<p>Understanding the principles of curriculum; how decisions are made; who makes the decisions, on what basis and in whose interests they are made.</p>	
<p>Understanding various approaches to curriculum and programme design, and their relationship to particular kinds of learning required by the discipline; age, race, culture and gender of the learners.</p>	
<p>Understanding the principles and practices of OBE, and the controversies surrounding it, including debates around competence and performance.</p>	
<p>Understanding the learning area to be taught, including appropriate content knowledge, pedagogic content knowledge and how to integrate this knowledge with other subjects.</p>	
<p>Knowing about sound practice in curriculum, learning programme and learning materials design including; how learners learn from texts and resources; how language and cultural differences impact on learning.</p>	
<p>Understanding common barriers to learning and how materials can be used to construct more flexible and individualised learning environments.</p>	
<p>REFLEXIVE COMPETENCES</p>	<p><b>LINKING THIS COMPETENCE TO THAT EXPECTED FROM A LITERACY EXPERT</b></p>
<p><i>(In which the learner demonstrates ability to integrate or connect performances and decision making with understanding and with the ability to adapt to change any unforeseen circumstances and explain the reasons behind these actions.)</i></p>	
<p>Reflecting on changing circumstances and conditions and adapting existing programmes and materials accordingly.</p>	<p>These reflexive</p>

<p>Critically evaluating different programmes in real contexts and/or through case studies both in terms of their educational validity as well as their socio-political significance.</p>	<p>competencies are very important as teachers have to critically evaluate a variety of reading programmes that are available to them.</p>
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**3) LEADER, ADMINISTRATOR AND MANAGER**

<p>PRACTICAL COMPETENCES</p>	<p><b>LINKING THIS COMPETENCE TO THAT EXPECTED FROM A LITERACY EXPERT</b></p>
<p><i>(Where the learner demonstrates the ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.)</i></p>	
<p>Managing classroom teaching of various kinds (individualised, small group etc.) in different educational contexts and particularly with large and diverse groups.</p>	<p>V10 items 18, 21 and 23</p>
<p>Constructing a classroom atmosphere which is democratic but disciplined, and which is sensitive to culture, race and gender differences as well as to disabilities.</p>	<p>V10 items 38, 39 and 40</p>
<p>Resolving conflict situations within classrooms in an ethical sensitive manner.</p>	<p>V10 items 2, 4, 17, 36, 38, 39 and 40</p>
<p>Promoting the values and principles of the constitution particularly those related to human rights and the environment.</p>	
<p>Maintaining efficient recording and reporting of academic progress.</p>	
<p>Maintaining efficient financial controls.</p>	
<p>Working with other practitioners in team-teaching and participative decision making.</p>	
<p>Accessing and working in partnership with professional services and other resources in order to provide support for learners.</p>	<p>V10 items 1, 9, 22, 25 and 26</p>
<p>Respecting the role of parents and the community and assisting in building structures to facilitate this.</p>	

<p>FOUNDATIONAL COMPETENCES</p>	<p><b>LINKING THIS</b></p>
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	<b>COMPETENCE TO THAT EXPECTED FROM A LITERACY EXPERT</b>
<i>(Where the learner demonstrates an understanding of the knowledge and thinking which underpins the actions taken.)</i>	
Understanding approaches to problem-solving, conflict resolution and group dynamics within South African and developing world context characterised by diversity.	
Understanding various approaches to the organisation of integrated teaching programmes and team teaching.	
Understanding various approaches to the management of classrooms, with particular emphasis on large, under-resourced and diverse classrooms.	
Understanding descriptive and diagnostic reporting within a context of high illiteracy rates among parents.	
Knowledge of available professional and community support services and strategies for using their expertise.	
Understanding current legislation on the management of learners and schools.	
Knowledge of teachers' unions, the South African Council for Educators and other relevant professional bodies.	
Understanding constitutional commitments to human rights and the environment.	

<b>REFLEXIVE COMPETENCES</b>	<b>LINKING THIS COMPETENCE TO THAT EXPECTED FROM A LITERACY EXPERT</b>
<i>(In which the learner demonstrates ability to integrate or connect performances and decision making with understanding and with the ability to adapt to change and unforeseen circumstances and explain the reasons behind these actions.)</i>	
Reflecting on strategies to assist teachers working on integrated teaching programmes and in team teaching.	
Critically examining a variety of management options, making choices based on existing and potential conditions, and defending these choices.	
Adapting systems, procedures and actions according to circumstances.	

**4) COMMUNITY, CITIZENSHIP AND PASTORAL ROLE**

PRACTICAL COMPETENCES	<b>LINKING THIS COMPETENCE TO THAT EXPECTED FROM A LITERACY EXPERT</b>
<i>(Where the learner demonstrates the ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action).</i>	
Developing life-skills, work-skills, a critical, ethical and committed political attitude, and a healthy lifestyle in learners.	
Providing guidance to students about work and study possibilities.	
Showing an appreciation of, and respect for, people of different values, beliefs, practices and cultures.	
Being able to respond to current social and educational problems with particular emphasis on the issues of violence, drug abuse, poverty, child and woman abuse, HIV/AIDS and environmental degradation. Accessing and working in partnership with professional services to deal with these issues.	V10 items 2, 4, 36, 38, 39 and 40
Counselling and/or tutoring learners in need of assistance with social or learning problems.	
Demonstrating caring, committed and ethical professional behaviour and an understanding of education as dealing with the protection of children and the development of the whole person.	
Conceptualising and planning a school extra-mural programme including sport, artistic and cultural activities.	
Operating as a teacher-mentor through providing a mentoring support system to student teachers and colleagues.	

FOUNDATIONAL COMPETENCES	<b>LINKING THIS COMPETENCE TO THAT EXPECTED FROM A LITERACY EXPERT</b>
<i>(Where the learner demonstrates an understanding of the knowledge and thinking which underpins the actions taken.)</i>	
Understanding various approaches to education for citizenship with particular reference to South Africa as a diverse, developing, constitutional democracy.	
Understanding key community problems with particular emphasis on issues of poverty, health, environment and political democracy.	
Knowing about the principles and practices of the main religions of South Africa, the customs, values and beliefs of the main cultures of SA, the Constitution and the Bill of Rights.	
Understanding the possibilities for life-skill and work-skill education and training in local communities, organisations	

and business.	
Knowing about ethical debates in religion, politics, economics, human rights and the environment.	
Understanding child and adolescent development and theories of learning and behaviour with emphasis on their applicability in a diverse and developing country like South Africa.	
Understanding the impact of class, race, gender and other identity-forming forces on learning.	
Understanding formative development and the impact of abuse at individual, familial, and communal levels.	
Understanding common barriers to learning and the kinds of school structures and processes that help to overcome these barriers.	
Knowing about available support services and how they may be utilised.	
Knowing about the kinds of impact school extra-mural activities can have on learning and the development of children and how these may best be developed in co-operation with local communities and business.	

<b>REFLEXIVE COMPETENCES</b>	<b>LINKING THIS COMPETENCE TO THAT EXPECTED FROM A LITERACY EXPERT</b>
<i>(In which the learner demonstrates ability to integrate or connect performances and decision making with understanding and with the ability to adapt to change and unforeseen circumstances and explain the reasons behind these actions.)</i>	
Recognising and judging appropriate intervention strategies to cope with learning and other difficulties.	
Reflecting on systems of ongoing professional development for existing and new teachers.	
Adapting school extra curriculum programmes in response to needs, comments and criticism.	
Reflecting on ethical issues in religion, politics, human rights and the environment.	
Reflecting on ways of developing and maintaining environmentally responsible approaches to the community and local development.	
Adapting learning programmes and other activities to promote an awareness of citizenship, human rights and the principles and values of the constitution.	

**5) SCHOLAR, RESEARCHER AND LIFELONG LEARNER**

PRACTICAL COMPETENCES	<b>LINKING THIS COMPETENCE TO THAT EXPECTED FROM A LITERACY EXPERT</b>
<i>(Where the learner demonstrates the ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.)</i>	
Being numerically, technologically and media literate.	V10 item 22
Reading academic and professional texts critically.	V10 items 6, 8, 12, 13, 14, 15, 16, 17, 18, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32
Writing the language of learning clearly and accurately.	
Applying research meaningfully to educational problems.	V10 items 2 and 4
Demonstrating an interest in, appreciation and understanding of current affairs, various kinds of arts, culture and socio-political events.	
Upholding the principles of academic integrity and the pursuit of excellence in the field of education.	
FOUNDATIONAL COMPETENCES	<b>LINKING THIS COMPETENCE TO THAT EXPECTED FROM A LITERACY EXPERT</b>
<i>(Where the learner demonstrates an understanding of the knowledge and thinking which underpins the actions taken.)</i>	
Understanding current thinking about technological, numerical and media literacies with particular reference to educators in a diverse and developing country like South Africa.	
Understanding the reasons and uses for, and various approaches to, educational research.	
Understanding how to access and use common information sources like libraries, community resource centers, and computer information systems like the internet.	
Understanding and using effective study methods.	
REFLEXIVE COMPETENCES	<b>LINKING THIS</b>



	<b>COMPETENCE TO THAT EXPECTED FROM A LITERACY EXPERT</b>
<i>(Where the learner demonstrates ability to integrate or connect performances and decision-making with understanding and with the ability to adapt to change and unforeseen circumstances and explain the reasons behind these actions.)</i>	
Reflecting on critical personal responses to, literature, arts and culture as well as social, political and economic issues.	V10 items 6, 25, 27, 38, 39 and 40
Reflecting on knowledge and experience of environmental and human rights issues and adapting own practices.	

**6) ASSESSOR**

<b>PRACTICAL COMPETENCES</b>	<b>LINKING THIS COMPETENCE TO THAT EXPECTED FROM A LITERACY EXPERT</b>
<i>(Where the learner demonstrates the ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.)</i>	
Making appropriate use of different assessment practices, with a particular emphasis on competence-based assessment and the formative use of assessment, in particular continuous and diagnostic forms of assessment.	
Assessing in a manner appropriate to the phase/subject/learning area.	
Providing feedback to learners in sensitive and educationally helpful ways.	
Judging learners' competence and performance in ways that are fair, valid and reliable.	
Maintaining efficient recording and reporting of academic progress.	

<b>FOUNDATIONAL COMPETENCES</b>	<b>LINKING THIS COMPETENCE TO THAT EXPECTED FROM A LITERACY EXPERT</b>
<i>(Where the learner demonstrates an understanding of the knowledge and thinking which underpins the actions taken.)</i>	

Understanding the assumptions that underlie a range of assessment approaches and their particular strengths and weaknesses in relation to the age of the learner and learning area being assessed.	
Understanding the different learning principles underpinning the structuring of different assessment tasks.	
Understanding a range of assessment approaches and methods appropriate to the learning area/subject/discipline/phase.	
Understanding language terminology and content to be used in the assessment task and the degree to which this is gender and culturally sensitive.	
Understanding descriptive and diagnostic reporting within a context of high illiteracy rates among parents.	

<b>REFLEXIVE COMPETENCES</b>	<b>LINKING THIS COMPETENCE TO THAT EXPECTED FROM A LITERACY EXPERT</b>
<i>(Where the learner demonstrates ability to integrate or connect performances and decision-making with understanding and with the ability to adapt to change and unforeseen circumstances and explain the reasons behind these actions.)</i>	
Justifying assessment design decisions and choices about assessment tasks and approaches.	
Reflecting on appropriateness of assessment decisions made in particular learning situations and adjusting the assessment tasks and approaches where necessary.	
Interpreting and using assessment results to feed into processes for the improvement of learning programmes.	

**7) LEARNING AREA/SUBJECT/DISCIPLINE/PHASE SPECIALIST**

<b>PRACTICAL COMPETENCES</b>	<b>LINKING THIS COMPETENCE TO THAT EXPECTED FROM A LITERACY EXPERT</b>
<i>(Where the demonstrates the ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.)</i>	
Adapting general educational principles to the phase/subject/learning area.	
Selecting, sequencing and pacing content in a manner appropriate to the phase/subject/learning area; the needs of the learners and the context.	V10 items 6, 21, 23, 25, 28, 30
Selecting methodologies appropriate to learners and contexts.	

Integrating subjects into broader learning areas and learning areas into learning programmes.	
Assessing in a manner appropriate to the phase/subject/learning area.	
Teaching concepts in a manner, which allows learners to transfer this knowledge and use it in different contexts.	

<b>FOUNDATIONAL COMPETENCES</b>	<b>LINKING THIS COMPETENCE TO THAT EXPECTED FROM A LITERACY EXPERT</b>
<i>(Where the learner demonstrates an understanding of the knowledge and thinking which underpins the actions taken.)</i>	
Understanding the assumptions underlying the descriptions of competence in a particular discipline/subject/learning area.	
Understanding the ways of thinking and doing involved in a particular discipline/subject/learning area and how these may be taught.	
Knowing and understanding the content knowledge of the discipline/subject/learning area.	
Knowing of and understanding the content and skills prescribed by the national curriculum.	
Understanding the difficulties and benefits of integrating this subject into a broader learning area.	
Understanding a range of assessment approaches appropriate to the learning area/subject/discipline/phase/subfield.	
Understanding the role that a particular discipline/subject/learning area plays in the work and life of citizens in South African society – particularly with regard to human rights and the environment.	

<b>REFLEXIVE COMPETENCES</b>	<b>LINKING THIS COMPETENCE TO THAT EXPECTED FROM A LITERACY EXPERT</b>
<i>(In which the learner demonstrates ability to integrate or connect performances and decision making with understanding and with the ability to adapt to change and unforeseen circumstances and explain the reasons behind these actions.)</i>	
Reflecting on and assessing own practice.	
Analysing lesson plans, learning programmes and assessment tasks and demonstrating an understanding of appropriate selection, sequencing and pacing of content.	

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Identifying and critically evaluating what counts as undisputed knowledge, necessary skills, important values.	
Making educational judgments on educational issues arising from real practice or from authentic case study exercises.	
Researching real educational problems and demonstrating an understanding of the implications of this research.	
Reflecting on the relations between subjects/disciplines/ and making judgments on the possibilities of integrating them.	

## APPENDIX 2

### CONCENTRATED LANGUAGE ENCOUNTER (CLE)

#### STAGE 1 PROGRAMME SUMMARY

CONCENTRATED LANGUAGE ENCOUNTER (CLE)

STAGE 1 PROGRAMME SUMMARY

A TEXT-BASED UNIT	AN ACTIVITY-BASED UNIT
<b>PHASE 1:</b>	<b>PHASE 1:</b>
<p><b>Read the starter book</b> to the students, making sure that they understand the story – who is in it and what they do.</p>	<p><b>Demonstrate a structured activity</b>, naming what you are using, and telling what you are doing (in your target language). Make sure that the students understand every step of what you do.</p>
<b>PHASE 2:</b>	<b>PHASE 2:</b>
<p><b>Read the starter book</b>, role-play, and talk about what happened in the story, until the students understand and can talk about what happened and in what sequence.</p>	<p><b>Students recount</b> what happened, step by step (if predictable repeat the activity several times) until all students can talk about what to do and in what sequence.</p>
<b>PHASE 3:</b>	
<p><b>Negotiate a group text</b> in which the students tell what happened (or should be done) and in what sequence.</p>	
<b>PHASE 4:</b>	
<p><b>Make a big book.</b></p>	
<b>PHASE 5:</b>	
<p><b>Use the big book</b> in language activities for further more specific learning.</p>	

APPENDIX 3  
CONCENTRATED LANGUAGE ENCOUNTER (CLE)  
STAGE 2 PROGRAMME SUMMARY

## CONCENTRATED LANGUAGE ENCOUNTER (CLE)

## STAGE 2 PROGRAMME SUMMARY

**PHASE 1**

**Analyse** the model starter text together – the learners and the teacher. Discuss the genre types and their corresponding schematic structure. Map the text and decide on which plan it is.

**PHASE 2**

**Link** the model starter text to similar personal experiences of the learners. The group selects the most appropriate story within the group and a particular context to work from in order to negotiate and write their own text.

**PHASE 3**

**Negotiate and then write** a new text with the learners based on the genre and schematic structure of the starter text. Before the group begins the writing process plan your text and map it.

**PHASE 4**

**Analyze, critically** the new text where the learners do to each other's texts what they did in Phase 1 to the model text. They will have the opportunity to analyze one another's texts according to: genre and schematic structure, spelling, grammar and punctuation.

**PHASE 5**

**Language activities** and elaboration.



## APPENDIX 4

### GEE'S (2003) 36 LEARNING PRINCIPLES

## Gee's (2003) 36 Learning Principles

1. Active, Critical learning Principle	All aspects of the learning environment (including the ways in which the semiotic domain is designed and presented) are set up to encourage active and critical, not passive, learning.
2. Design Principle	Learning about and coming to appreciate design and design principles is core to the learning experience.
3. Semiotic Principle	Learning about and coming to appreciate interrelations within and across multiple sign systems (images, words, actions, symbols, artefacts, etc.) as a complex system is core to the learning experience.
4. Semiotic Domain Principle	Learning involves mastering, at some level, semiotic domains, and being able to participate, at some level, in the affinity group or groups connected to them.
5. Metalevel Thinking about Semiotic Domains Principle	Learning involves active and critical thinking about the relationships of the semiotic domain being learned to other semiotic domains.
6. Psychosocial Moratorium Principle	Learners can take risks in a space where real-world consequences are lowered.
7. Committed Learning Principle	Learners participate in an extended engagement (lots of effort and practice) as extensions of their real-world identities in relation to a virtual identity to which they feel some commitment and a virtual world that they find compelling.
8. Identity Principle	Learning involves taking on and playing with identities in such a way that the learner has real choices (in developing the virtual identity) and ample opportunity to mediate on the relationship between new identities and old ones. There is a tripartite play of identities as learners relate, and reflect on, their multiple real-world identities, a virtual identity, and a projective identity.
9. Self-Knowledge Principle	The virtual world is constructed in such a way that learners learn not only about the domain but about themselves and their current and potential capacities.
10. Amplification of Input Principle	For a little input, learners get a lot of output.
11. Achievement Principle	For learners of all levels of skill there are intrinsic rewards from the beginning, customised to each learner's level, effort, and growing mastery and signalling the learner's ongoing achievements.
12. Practice Principle	Learners get lots and lots of practice in a context where the practice is not boring (i.e., in a virtual world that is compelling to learners on their own terms and where the learners experience ongoing success). They spend lots of time on task.
13. Ongoing Learning Principle	The distinction between learner and master is vague, since learners, thanks to the operation of the "regime of competence" principle listed next, must, at higher and higher levels, undo their routinised mastery to adapt to new or changed conditions. There are cycles of new

	learning, automatisisation, undoing automatisisation, and new reorganisation automatisisation.
14. "Regime of Competence" Principle	The learner gets ample opportunity to operate within, but at the outer edge of, his or her resources, so that at those point things are felt as challenging but not 'undoable'.
15. Probing Principle	Learning is a cycle of probing the world (doing something); reflecting in and on his action and, on this basis, forming a hypothesis; reprobing the world to test this hypothesis; and then accepting or rethinking the hypothesis.
16. Multiple Routes Principle	There are multiple ways to make progress or move ahead. This allows learners to make choices, rely on their own strengths and styles of learning and problem solving, while also exploring alternative styles.
17. Situated Meaning Principle	The meaning of signs (words, actions, objects, artefacts symbols, texts, etc.) are situated in embodied experience. Meanings are not general or decontextualised. Whatever generality meanings come to have is discovered bottom up via embodied experiences.
18. Text Principle	Texts are not understood purely verbally (i.e., only in terms of the definitions of the words in the text and their text-internal relationships to each other) but are understood in terms of embodied experiences. Learners move back and forth between texts and embodied experiences. More purely verbal understanding (reading texts apart from embodied action) comes only when learners have had enough embodied experience in the domain and ample experiences with similar texts.
19. Intertextual Principle	The learner understands texts as a family ("genre") of related texts and understands any one such text in relation to others in the family, but only after having achieved embodied understandings of some texts. Understanding a group of texts as a family (genre) of texts is a large part of what helps the learner make sense of such texts.
20. Multimodal Principle	Meaning and knowledge are built up through various modalities (images, texts, symbols, interactions, abstract design, sound, etc.), not just words.
21. "Material Intelligence" Principle	Thinking, problem solving, and knowledge are "stored" in material objects and the environment. This frees learners to engage their minds with other things while combining the results of their own thinking with the knowledge stored in material objects and the environment to achieve yet more powerful effects.
22. Intuitive Knowledge Principle	Intuitive or tacit knowledge built up in repeated practice and experience, often in association with an affinity group, counts a great deal and is honoured. Not just verbal conscious knowledge is rewarded.
23. Subset Principle	Learning even at its start takes place in a (simplified) subset of the real domain.
24. Incremental Principle	Learning situations are ordered in the early stages so that earlier cases lead to generalisations that are fruitful for later cases. When learners face more complex cases layer, the learning space (the number and type of guesses the learner can make) is constrained by the sorts of fruitful patterns or generalisations the learner has found earlier.

25. Concentrated Sample Principle	The learner sees, especially early on, many more instances of fundamental signs and actions than would be the case in a less controlled sample. Fundamental signs and actions are concentrated in the early stages so that learners get to practice them often and learn them well.
26. Bottom-up Basic Skills Principle	Basic skills are not learned in isolation or out of context; rather, what counts as a basic skill is discovered bottom up by engaging in more and more of the game/domain or game/domains like it. Basic skills are genre elements of a given type of game/domain.
27. Explicit information On-Demand and Just-in-Time Principle	The learner is given explicit information both on-demand and just-in-time, when the learner needs it or just at the point where the information can best be understood and used in practice.
28. Discovery Principle	Overt telling is kept to a well-thought-out minimum, allowing ample opportunity for the learner to experiment and make discoveries.
29. Transfer Principle	Learners are given ample opportunity to practice, and support for, transferring what they have learned earlier to later problems, including problems that require adapting and transforming that earlier learning.
30. Cultural Models about the World Principle	Learning is set up in such a way that learners come to think consciously and reflectively about some of their cultural models regarding the world, without denigration of their identities, abilities, or social affiliations, and juxtapose them to new models that may conflict with or otherwise relate to them in various ways.
31. Cultural Models about Learning Principles	Learning is set up in such a way that learners come to think consciously and reflectively about their cultural models of learning and themselves as learners, without denigration of their identities, abilities, or social affiliations, and juxtapose them to new models of learning and themselves as learners.
32. Cultural models about Semiotic Domains Principle	Learning is set up in such a way that learners come to think consciously and reflectively about their cultural models about a particular semiotic domain they are learning, without denigration of their identities, abilities, or social affiliations, and juxtapose them to new models about this domain.
33. Distributed Principle	Meaning/knowledge is distributed across the learner, objects, tools, symbols, technologies, and the environment.
34. Dispersed Principle	Meaning/knowledge is dispersed in the sense that the learner shares it with others outside the domain/game, some of whom the learner may rarely or never see face-to-face.
35. Affinity Group Principle	Learners constitute an “affinity group”, that is, a group that is bonded primarily through shared endeavours, goals, and practices and not shared race, gender, nation, ethnicity, or culture.
36. Insider Principle	The learner is an “insider”, “teacher”, and “producer” (not just a “consumer”) able to customize the learning experience and domain/game from the beginning and throughout the experience.

## APPENDIX 5

### COPIES OF THE DRAFT VERSIONS OF THE CIERTQ

**VERSION 1 OF THE CIERTQ**

**READING SKILLS CHECKLIST FOR TEACHERS**

TEACHER: \_\_\_\_\_ GRADE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

TICK

QUESTIONS	YES	NO
(BRS) 1. I teach phonics at least once a week.		
(IRS) 2. I teach my learners syllabification skills at least once a week (i.e. how to break up difficult words into smaller units which are easier to read).		
(HRS) 3. I believe reading is making meaning of text.		
(ORS) 4. I encourage my learners to bring their life experiences to their reading.		
(BRS) 5. At least once a week, I flash words at my learners, using the sight word approach.		
(IRS) 6. I encourage my learners to look at pictures to understand the text.		
(HRS) 7. I believe it is important to teach idiomatic expressions as they arise in the text.		
(ORS) 8. When I introduce learners to new text, I believe that is it important to relate their prior knowledge to the text.		
(BRS) 9. I believe once my learners know the 500 most frequent words they can be said to be literate, i.e. be able to read.		
(IRS) 10. At least once a week I give my learners cloze exercises.		
(HRS) 11. I encourage my learners to predict the meanings of difficult words that they are struggling to read.		
(ORS) 12. Most of the time I allow my learners to work in groups, during reading lessons.		
(BRS) 13. I believe that reading is essentially decoding words into sounds.		
(IRS) 14. At least once a term I teach my learners how to add on prefixes and suffixes.		
(ORS) 15. I teach my learners skimming and scanning skills when we begin a new text.		
(ORS) 16. I try to praise most of my learners every day.		
(BRS) 17. Within each week I give my learners exercises in perceptual development (i.e. visual, auditory and fine motor skills).		
(IRS) 18. I believe it is important to teach correct grammar structures.		
(HRS) 19. At least once a term I devise my own comprehension test.		
(ORS) 20. Building up the confidence of the learners is an important part of being a good reading teacher.		
(BRS) 21. I believe that learners learn to read best through repetition.		
(IRS) 22. I believe that learners need to notice correct punctuation whenever they read.		

(HRS) 23. Every week I encourage my learners to engage in a variety of texts (fiction, non-fiction, reference etc.).		
(ORS) 24. I believe it is important to always motivate the learners in my reading classes.		
(BRS) 25. I believe that once I have taught my learners what the letters stand for they will be able to read.		
(IRS) 26. I encourage my learners to guess difficult words when they read aloud.		
(HRS) 27. I encourage my learners to discuss various authors' styles of writing at least every week.		
(ORS) 28. I always encourage my learners to self-correct when they read aloud.		
(BRS) 29. When teaching learners to read I begin by teaching the sounds of letters first.		
(HRS) 30. I usually ask questions inviting the learners to think about the answer, rather than merely answering "yes" or "no".		
(ORS) 31. We have fun in our reading classes most of the time.		

<p><b>SCORING SHEET</b></p> <p>Scoring key: Yes = 2 points No = 1 point</p>																						
Basic Skills	Reading	Intermediate Reading skills	Higher Reading skills	Order	Other skills	Reading																
1. _____		2. _____	3. _____		4. _____																	
5. _____		6. _____	7. _____		8. _____																	
9. _____		10. _____	11. _____		12. _____																	
13. _____		14. _____	15. _____		16. _____																	
17. _____		18. _____	19. _____		20. _____																	
21. _____		22. _____	23. _____		24. _____																	
25. _____		26. _____	27. _____		28. _____																	
29. _____		30. _____	31. _____																			
<p><b>RAW SCORES</b></p> <p>Raw score: _____ of 16    _____ of 16    _____ of 16    _____ of 16</p>																						
<p>Score Interpretations:</p> <table> <tr> <td>BRS</td> <td>IRS</td> <td>HOS</td> <td>ORS</td> </tr> <tr> <td>High 15+</td> <td>15+</td> <td>15+</td> <td>15+</td> </tr> <tr> <td>Average 10</td> <td>10</td> <td>10</td> <td>10</td> </tr> <tr> <td>Low 5</td> <td>5</td> <td>5</td> <td>5</td> </tr> </table>							BRS	IRS	HOS	ORS	High 15+	15+	15+	15+	Average 10	10	10	10	Low 5	5	5	5
BRS	IRS	HOS	ORS																			
High 15+	15+	15+	15+																			
Average 10	10	10	10																			
Low 5	5	5	5																			

If you have left any questions **blank** would you like to respond in this space?

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**VERSION 2 OF THE CIERTQ**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ School: \_\_\_\_\_

Indicate the number on the answer sheet which best represents your opinion of the following statements: (1) Strongly disagree; (2) Disagree (3) Undecided (4) Agree (5) Strongly Agree.

	1	2	3	4	5
1. The learners in my class are reading at the level I expect of them.	1	2	3	4	5
2. The learners in my class are writing at the level I expect of them.	1	2	3	4	5
3. I am confident with the level of performance of the learners in my class.	1	2	3	4	5
4. I believe my classroom management skills are good and effective.	1	2	3	4	5
5. I have created an exciting environment in my classroom for my learners to learn in.	1	2	3	4	5
6. The school's vision and mission statement are achieved in my classroom.	1	2	3	4	5
7. I know how to assist my pupils to make them better readers.	1	2	3	4	5
8. I work hard at improving the standard of learning with my learners.	1	2	3	4	5
9. I believe the school's vision is achievable in my classroom.	1	2	3	4	5
10. I would like all my learners to be better readers and writers.	1	2	3	4	5
11. I take responsibility for the learning of the pupils in my class. I do not blame other issues.	1	2	3	4	5
12. I am not scared of change.	1	2	3	4	5
13. I enjoy trying out new methods of teaching with my learners.	1	2	3	4	5
14. I understand the theoretical background to the new reading methodology.	1	2	3	4	5
15. I try to risk teaching something new everyday.	1	2	3	4	5
16. I get support from the school management team, e.g. H.O.D., principal, Subject Advisors.	1	2	3	4	5
17. I get support from the other Grade 3 teachers.	1	2	3	4	5
18. I feel I get good enough support from Jana and Janet.	1	2	3	4	5
19. I have faith and trust in the support I get.	1	2	3	4	5
20. I am committed to trying out new reading methods.	1	2	3	4	5
21. In planning meetings I feel free to share my frustrations.	1	2	3	4	5
22. In planning meetings, I feel that my colleagues hear my concerns.	1	2	3	4	5
23. My learners make me feel like a successful teacher.	1	2	3	4	5
24. When the learners do good work it encourages me to continue with the reading programme.	1	2	3	4	5
25. I like to see the final drafts of my learners as this gives me self-confidence.	1	2	3	4	5



**VERSION 3 OF THE CIERTQ**

**This is what some professional language teachers believe are the core indicators of a proficient reader, aged 7 – 13. As you critique each item, underline any word or words, which are not right for you, and give an alternative, with which you are happy. On the right hand side of the paper are YES and NO. If you are happy with the sentence circle YES and if you are not happy with the sentence circle NO.**

**For example: “Good readers enjoy talking about the writing styles of various writers.” YES NO**

Make your suggestions here.		YES NO
	<p><b>1. Reading for meaning:</b></p> <ul style="list-style-type: none"> <li>- I know that learners in my classroom are good readers because they can retell a story in sequence to my satisfaction.</li> <li>- I believe that a good reader will understand the speaker’s message and will show it by asking relevant questions.</li> <li>- In my opinion a good reader will be able to grasp the deeper meaning of a story by interpreting the facial, body and hand gestures of the teacher.</li> <li>- In my view a good reader will understand the moral of a story and carry this over into their own community.</li> <li>- I believe that good readers in my class can predict the outcome of a story.</li> <li>- My professional viewpoint is that good readers will be able to read between the lines of a text and make their own inferences.</li> </ul>	<p>YES NO YES NO YES NO YES NO YES NO YES NO</p>
	<p><b>2. Reading to communicate:</b></p> <ul style="list-style-type: none"> <li>- In my opinion good readers use figurative language in their discussions with their peers.</li> <li>- I believe that good teachers have the self-confidence to discuss what they read.</li> <li>- I know that learners in my classroom are good readers when they are able to speak freely using correct grammatical structures.</li> <li>- In my view good readers have an extensive vocabulary and are able to express themselves with ease and clarity.</li> <li>- From experience I believe that good readers in my class allow other learners to give their opinion without disrupting one another.</li> <li>- Good readers in my class are able to organise their personal thoughts so that verbal communication is meaningful and concise.</li> </ul>	<p>YES NO YES NO YES NO YES NO YES NO YES NO</p>
	<p><b>3. Reading to learn:</b></p> <ul style="list-style-type: none"> <li>- I know the learners in my classroom are good readers when they can read, understand and write using a variety of genre texts.</li> <li>- I believe that good readers in my class have learnt to compare and contrast information they receive.</li> <li>- In my opinion good readers can distinguish between jargon, clichés and formal speech.</li> <li>- In my view good readers in my class have learnt to identify resources to find specific information.</li> <li>- Good readers in my class, when reading aloud, will take notice of punctuation like commas, exclamation marks, etc.</li> <li>- In my class, an involved reader will ask appropriate questions, and seek the correct answers.</li> </ul>	<p>YES NO YES NO YES NO YES NO YES NO YES NO</p>
	<p><b>4. Reading to solve problems:</b></p> <ul style="list-style-type: none"> <li>- I know the learners in my classroom are good readers when they read a text and make their own judgments of the content.</li> <li>- I believe that good readers evaluate the content critically for consistency, e.g. tenses, plurals, the plot etc.</li> <li>- It is my professional view that good readers use prior knowledge to solve problems.</li> <li>- In my opinion good readers use common sense to solve problems.</li> <li>- In my view, good readers are able to use graphic aids to locate or interpret information.</li> <li>- Good readers write their own notes of specific topics.</li> </ul>	<p>YES NO YES NO YES NO YES NO YES NO YES NO</p>

<p><b>5. Reading to be sociable:</b></p> <ul style="list-style-type: none"> <li>- In my view good readers explore emotions and interpersonal relationships that may be removed from personal experiences.</li> <li>- I believe that good readers are able to understand and act on nonverbal actions.</li> <li>- It is my considered judgment that good readers discuss the plots and characters of books with friends.</li> <li>- My professional viewpoint is that good readers are aware of and sensitive to diversity.</li> <li>- It is my opinion that good readers are able to have objective discussions and not become too subjective.</li> <li>- Good readers are able to recommend books to their peers.</li> </ul>	<p>YES NO YES NO YES NO YES NO YES NO YES NO</p>
<p><b>6. Reading for pleasure:</b></p> <ul style="list-style-type: none"> <li>- A good reader knows where to find books in their community, either the library, at a friend's house or the corner café.</li> <li>- A good reader reads silently for at least half an hour without being disrupted.</li> <li>- I believe that good readers enjoy and talk about the writing styles of various authors.</li> </ul>	<p>YES NO YES NO YES NO</p>
<p><b>7. Reading skills development:</b></p> <ul style="list-style-type: none"> <li>- I believe that good readers re-read the text if the meaning is not clear.</li> <li>- It is my opinion that good readers self-correct themselves so that the meaning and interest are maintained.</li> <li>- From my experience I can see that good readers apply knowledge of phonics, prefixes and root words to assist in constructing meaning.</li> <li>- It is my opinion that good readers skim and scan texts to find relevant information.</li> <li>- I know that learners in my class are good readers when they can identify and discuss the main and subordinate plots/themes in a story.</li> <li>- A proficient reader, when reading orally, will be able to read the text with appropriate rate and expression.</li> <li>- From my years of experience I feel that good readers have developed skills for decoding difficult words.</li> </ul>	<p>YES NO YES NO YES NO YES NO YES NO YES NO YES NO</p>
<p><b>IF YOU WOULD LIKE TO MAKE ANY OTHER COMMENTS PLEASE DO SO ON THE REVERSE SIDE OF THIS SHEET.</b></p>	

## VERSION 4 OF THE CIERTQ

### *GUIDELINES FOR TEACHERS OF READING*

This is what some professional language teachers believe are the core indicators of a proficient reader, aged 7 – 13. Do you agree? My aim today is twofold. Firstly I would like you to critique the relevance of each item as an indicator of a proficient reader. Next to each sentence on the right are numbers 1 to 5. This is an indication of: 1 = irrelevant item, 2 = of some relevance, 3 = relevant, 4 = very relevant and 5 = essential item.

Secondly I would like you to add in other items you think are appropriate under that heading.

### CORE INDICATORS OF A PROFICIENT TEACHER OF READING

Example:

**Among my colleagues the most proficient teachers of reading are those who:**

- enjoy talking about the writing styles of various authors:	1	2	3	4	5
--	---	---	---	---	---

#### 1. Reading for meaning:

**The most proficient readers in my class are the ones who:**

- can retell a story in sequence to my satisfaction;	1	2	3	4	5
--	---	---	---	---	---

- are the girls, rather than the boys;	1	2	3	4	5
--	---	---	---	---	---

- understand the speaker's message and show it by asking questions;	1	2	3	4	5
---	---	---	---	---	---

- can grasp the deeper meaning of a story by interpreting the facial body and hand gestures of the teacher;	1	2	3	4	5
---	---	---	---	---	---

- understands the moral of a story and will carry this behaviour over into their community;	1	2	3	4	5
---	---	---	---	---	---

- predict the events of each page.	1	2	3	4	5
------------------------------------	---	---	---	---	---

- makes their own inferences by "reading between the lines" of a text.	1	2	3	4	5
--	---	---	---	---	---

**Are there any other items you think would be relevant to add to this subheading?**

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## 2. Reading to communicate:

The most proficient readers in my class are the ones who:

- use figurative language in their discussions with their learners;	1	2	3	4	5
- have the self-confidence to discuss what they read;	1	2	3	4	5
- are able to speak freely using correct grammatical structures;	1	2	3	4	5
- allow learners to give their opinions without disrupting them;	1	2	3	4	5
- are able to organise their personal thoughts so that their verbal communication is meaningful and concise.	1	2	3	4	5

Are there any other items you think would be relevant to add to this subheading?

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## 3. Reading to learn:

The most proficient readers in my class are the ones who:

- read, understand and write using a variety of genre texts;	1	2	3	4	5
- compare and contrast information;	1	2	3	4	5
- can distinguish between jargon, clichés and formal speech;	1	2	3	4	5
- identify resources to find specific information;	1	2	3	4	5
- when reading aloud take notice of punctuation such as commas and exclamation marks;	1	2	3	4	5
- ask appropriate questions and seek the correct answers.	1	2	3	4	5

Are there any other items you think would be relevant to add to this subheading?

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## 4. Reading to solve problems:

The most proficient readers in my class are the ones who:

- read a text and make their own judgments of the content;	1 2 3 4 5
- evaluate the content critically for consistency with regards to tenses and plurals;	1 2 3 4 5
- use prior knowledge to solve reading problems;	1 2 3 4 5
- use common sense to solve reading problems;	1 2 3 4 5
- by using graphic aids locate or interpret information;	1 2 3 4 5
- write their own notes on specific topics.	1 2 3 4 5

**Are there any other items you think would be relevant to add to this subheading?**

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**5. Reading to be sociable:**

**The most proficient readers in my class are the ones who:**

- explore emotions and interpersonal relationships described in the text;	1 2 3 4 5
- are able to understand and act on non-verbal actions described in a reading passage;	1 2 3 4 5
-discuss the plots and characters of books with their friends;	1 2 3 4 5
- are aware of and sensitive to character diversity in the written texts;	1 2 3 4 5
- are able to have objective discussions on controversial issues;	1 2 3 4 5
- recommend books to their peers.	1 2 3 4 5

**Are there any other items you think would be relevant to add to this subheading?**

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## 6. Reading for pleasure

**The most proficient readers in my class are the ones who:**

- are able to read silently for at least half an hour without losing concentration;	1	2	3	4	5
- enjoy talking about an author's style of writing.	1	2	3	4	5

**Are there any other items you think would be relevant to add to this subheading?**

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## 7. Reading skills development:

**The most proficient readers in my class are the ones who:**

- re-read the text if the meaning is not clear;	1	2	3	4	5
- self-correct themselves so that the meaning of the text and interest are maintained;	1	2	3	4	5
- apply knowledge of phonics to assist in constructing meaning;	1	2	3	4	5
- skim and scan texts to find relevant information;	1	2	3	4	5
- identify and discuss the main and subordinate plots/themes in a story;	1	2	3	4	5
- will be able to read the text at an appropriate rate;	1	2	3	4	5
- will be able to read the text with appropriate expression;	1	2	3	4	5
- decode difficult words using skills learnt in class.	1	2	3	4	5

**Are there any other items you think would be relevant to add to this subheading?**

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**VERSION 5 OF THE CIERTQ**

TEACHER'S NAME: ..... DATE: .....

NAME OF SCHOOL: ..... GRADE: .....

**CORE INDICATORS OF A PROFICIENT TEACHER OF READING  
GUIDELINES FOR TEACHERS OF READING: A SURVEY**

For yourself and among your fellow teachers of reading in the Western Cape, what are your perceptions of a proficient reader?

My aim today is twofold. Firstly I would like you to critique the relevance of the following items as an indicator of yourself and your colleague who are proficient teachers of reading.

Next to each sentence are numbers 1 to 5 coded as;

- 1 = an item irrelevant to a teacher's reading proficiency skill,
- 2 = an item of some relevance to a teacher's reading proficiency skill,
- 3 = an item of relevance to a teacher's reading proficiency skill,
- 4 = an item of particular relevance to a teacher's reading proficiency skill,
- 5 = an essential indicator of a teacher's reading proficiency mastery.

Secondly please add any further items you think might be appropriate under each section.

**Item example:**

For yourself and among your colleagues the most proficient teachers of reading are those who, in their classroom:

	<i>Irrelevant</i>	<i>relevant</i>	<i>essential</i>		
- enjoy talking to the learners about the writing styles of various authors;	1	2	3	4	5
- make sure there are animals in every story.	1	2	3	4	5

**AS YOU COMPLETE THE SURVEY:**

*Don't be shy to circle 1s and 2s, because this is expected in the case of some items*

**1. Reading for meaning:**

For yourself and among your colleagues the most proficient teachers of reading are those who encourage their learners to:

	<i>Irrelevant</i>	<i>relevant</i>	<i>essential</i>		
- retell stories;	1	2	3	4	5
- understand the author's message and show it by discussing it with their learners;	1	2	3	4	5
- explore the deeper meaning of a story with their learners;	1	2	3	4	5
- explore the moral of a story with their learners;	1	2	3	4	5
- encourage their learners to anticipate some possible events of a story;	1	2	3	4	5
- explore different possible interpretations of idiomatic expressions.	1	2	3	4	5

Is there any other item about the *development of reading skills* you would like to suggest for this section?

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**2. Reading to communicate:**

For yourself and among your colleagues the most proficient teachers of reading are those who encourage their learners to:

	<i>Irrelevant</i>	<i>relevant</i>			<i>essential</i>
	1	2	3	4	5
- use figurative language in their discussions with learners;	1	2	3	4	5
- have self-confidence when they read and talk to a class;	1	2	3	4	5
- use correct grammatical structures when speaking;	1	2	3	4	5
- allow other readers to give their comments and opinions without interrupting them;	1	2	3	4	5
- communicate meaningfully and personally with their learners;	1	2	3	4	5
- communicate concisely and directly to their learners with logically organised thinking.	1	2	3	4	5

Is there any other item about the *development of reading skills* you would like to suggest for this section?

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**3. Reading to learn:**

For yourself and among your colleagues the most proficient teachers of reading are those who encourage their learners to:

	<i>Irrelevant</i>	<i>relevant</i>			<i>essential</i>
	1	2	3	4	5
- read, understand and write using a variety of genre texts;	1	2	3	4	5
- compare and contrast text information;	1	2	3	4	5
- teach their learners to distinguish between jargon, clichés and formal speech;	1	2	3	4	5
- help learners to locate text resources inside their school to find specific information;	1	2	3	4	5
- encourage their learners to take note of punctuation marks such as commas and exclamation, when reading aloud;	1	2	3	4	5
- ask questions about the content of the text and seek the correct answers.	1	2	3	4	5

Is there any other item about the *development of reading skills* you would like to suggest for this section?

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**4. Solving reading problems in your particular Phase:**

For yourself and among your colleagues the most proficient teachers of reading are those who encourage their learners to:

	<i>Irrelevant</i>	<i>relevant</i>	<i>essential</i>		
- write down their own version of a story that they have read for further use;	1	2	3	4	5
- teach and prepare the learners to edit their own work by focussing on spelling;	1	2	3	4	5
- ensure that their own writing, as teachers, is consistent in grammar and punctuation;	1	2	3	4	5
- encourage their learners to use their own prior knowledge and experience to solve moral problems in stories;	1	2	3	4	5
- encourage their learners to use graphic aids and pictures to locate or interpret information.	1	2	3	4	5

Is there any other item about the *development of reading skills* you would like to suggest for this section?

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**5. Reading to be sociable:**

For yourself and among your colleagues the most proficient teachers of reading are those who encourage their learners to:

	<i>Irrelevant</i>	<i>relevant</i>	<i>essential</i>		
- often explore with their learners the emotions and interpersonal relationships described in texts;	1	2	3	4	5
- debate and implement social skills such as taking turns and listening to others;	1	2	3	4	5
- frequently lead an analysis of the plots and characters of books with their learners;	1	2	3	4	5
- regularly discuss the plots of books and characters in an informal and spontaneous manner with their colleagues in the staff-room;	1	2	3	4	5
- are socially sensitive to character diversity in written texts, (e.g. with respect to culture, gender, language etc.);	1	2	3	4	5
- encourage objective discussions on controversial social issues with their learners;	1	2	3	4	5
- recommend books to their colleagues and peers which foster and enhance positive social attitudes and skills;	1	2	3	4	5
reads a wide variety of books.	1	2	3	4	5

Is there any other item about the *development of reading skills* you would like to suggest for this section?

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**6. Reading for pleasure:**

For yourself and among your colleagues the most proficient teachers of reading are those who encourage their learners to:

	<i>Irrelevant</i>	<i>relevant</i>	<i>essential</i>		
- show their learners where to find the best and most popular books in their communities;	1	2	3	4	5
- enthusiastically support the Education Department's ruling to provide half an hours silent reading for pleasure during each school day;	1	2	3	4	5
- make time during the lesson to talk about an author's interesting style of writing;	1	2	3	4	5
- select books for pleasure by also reading the reviews rather than merely judging books by their pictures and covers.	1	2	3	4	5

Is there any other item about the *development of reading skills* you would like to suggest for this section?

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**7. The development of reading skills:**

For yourself and among your colleagues the most proficient teachers of reading are those who encourage their learners to:

	<i>Irrelevant</i>	<i>relevant</i>	<i>essential</i>		
- refuse the learners to see the front cover of the book until after they have read the story;	1	2	3	4	5
- re-read the text if the meaning is not clear;	1	2	3	4	5
- self-correct themselves when reading so that the meaning of the text and interest are maintained;	1	2	3	4	5
- apply knowledge of phonics to assist in constructing meaning;	1	2	3	4	5
- skim and scan texts to find relevant information;	1	2	3	4	5
- identify and discuss the main and subordinate plots/themes in a story;	1	2	3	4	5
- read the text at a comfortable and efficient rate;	1	2	3	4	5
- read the text with an interested expression;	1	2	3	4	5
- decode difficult words in class; (e.g. by pointing to the beginning, middle and ends of words by identifying smaller words in larger words by guessing the word form the meaning, etc.).	1	2	3	4	5

Is there any other item about the *development of reading skills* you would like to suggest for this section?

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**VERSION 6 OF THE CIERTQ**

<b>TEACHER’S NAME:</b> .....	<b>DATE:</b> .....
<b>NAME OF SCHOOL:</b> .....	<b>GRADE:</b> .....

**WHAT ARE THE CORE INDICATORS OF A PROFICIENT\***

**TEACHER OF READING**

**GUIDELINES FOR TEACHERS OF READING: A SURVEY**

1. What is your understanding of a “proficient”<sup>††</sup> teacher of reading?
2. Critique and circle the relevance of the items on pages 2 to 6 as potential indicators of proficient teachers of reading.
3. Next to each sentence are numbers 0 to 5 coded as:
  - 0 = I have no idea what this item means.
  - 1 = This item is not relevant to a teacher of reading proficiency.
  - 2 = This item is of some relevance to a teacher of reading proficiency.
  - 3 = This item is of relevance to a teacher of reading proficiency.
  - 4 = This item is of high relevance to a teacher of reading proficiency.
  - 5 = This item is an essential indicator of a teacher of reading proficiency mastery.
4. Please add any further items which you think might be appropriate under each section.

**Item example:**

	<i>no idea</i>	<i>not rel.</i>	<i>some rel.</i>	<i>rel.</i>	<i>high rel.</i>	<i>ess- ential</i>
<b>The most proficient teachers of reading are those who, in their daily classroom practice:</b>						
a) enjoy talking to their learners about the writing styles of various authors;	0	1	2	3	4	5
b) make sure that there are animals in every story.	0	1	2	3	4	5

- Thank you for taking the time to complete this survey.
- It should take you about 20 – 30 minutes to complete.
- A range of scoring is expected so do not hesitate to score these items with complete honesty and freedom. Drawing circles around 1s and 2s is as important as circling 4s and 5s.

**3.1.1** \_\_\_\_\_

<sup>††</sup> Proficient can mean “competent” or “having a complete mastery of”.

**1. Reading for meaning:**

The most proficient teachers of reading are those who, in their daily classroom practice:

	<i>no idea</i>	<i>not rel.</i>	<i>some rel.</i>	<i>rel.</i>	<i>high rel.</i>	<i>ess- ential</i>	FOR OFFICE USE ONLY	
a. retell stories;	0	1	2	3	4	5	1a	
b. understand the author's message and show it by discussing it with their learners;	0	1	2	3	4	5	1b	
c. explore the deeper meaning of a story with their learners;	0	1	2	3	4	5	1c	
d. explore the moral of a story with their learners;	0	1	2	3	4	5	1d	
e. encourage their learners to anticipate some possible events of a story;	0	1	2	3	4	5	1e	
f. explore different possible interpretations of idiomatic expressions.	0	1	2	3	4	5	1f	

Is there any other item about *reading for meaning* you would like to suggest for this section?

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**2. Reading to communicate:**

The most proficient teachers of reading are those who, in their daily classroom practice:

	<i>no idea</i>	<i>not rel.</i>	<i>some rel.</i>	<i>rel.</i>	<i>high rel.</i>	<i>ess- ential</i>		
a. use figurative language (such as: personification, similes and metaphors) in their discussions with learners;	0	1	2	3	4	5	2a	
b. have self-confidence when they read and talk to a class;	0	1	2	3	4	5	2b	
c. use correct grammatical structures when speaking;	0	1	2	3	4	5	2c	
d. allow other readers to give their comments and opinions without interrupting them;	0	1	2	3	4	5	2d	
e. develop and work on building a personal rapport with their learners;	0	1	2	3	4	5	2e	
f. communicate concisely and directly with their learners using logically organised thinking.	0	1	2	3	4	5	2f	

Is there any other item about *reading for communicate* you would like to suggest for this section?

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**3. Reading to learn:**

The most proficient teachers of reading are those who, in their daily classroom practice:

	<i>no idea</i>	<i>not rel.</i>	<i>some rel.</i>	<i>rel.</i>	<i>high rel.</i>	<i>ess- ential</i>		
a. read, understand and write using a variety of genre texts (such as: science, history and geography stories, poetry, drama);	0	1	2	3	4	5	3a	
b. compare and contrast text information highlighting agreements and disagreements;	0	1	2	3	4	5	3b	
c. teach their learners to distinguish between formal and informal speech;	0	1	2	3	4	5	3c	
d. help learners to locate text resources inside their school to find specific information;	0	1	2	3	4	5	3d	
e. when reading aloud, encourage their learners to take note of and distinguish between punctuation marks (such as commas and exclamations);	0	1	2	3	4	5	3e	
f. ask questions about the content of the text in order to seek the correct answers.	0	1	2	3	4	5	3f	

Is there any other item about *reading for learn* you would like to suggest for this section?

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**4. Solving reading problems in your Departmental Phase:**

The most proficient teachers of reading are those who, in their daily classroom practice:

	<i>no idea</i>	<i>not rel.</i>	<i>some rel.</i>	<i>rel.</i>	<i>high rel.</i>	<i>ess- ential</i>		
a. write down their own outline of a story that they have read;	0	1	2	3	4	5	4a	
b. teach the learners to edit their own work by focussing on spelling;	0	1	2	3	4	5	4b	

c. ensure that their own writing, as teachers, is consistent in grammar and punctuation;	0	1	2	3	4	5	4c	
d. encourage their learners to use their own prior knowledge and experience to solve moral problems in stories;	0	1	2	3	4	5	4d	
e. encourage their colleagues to use graphic aids and pictures to locate or interpret information.	0	1	2	3	4	5	4e	

Is there any other item about *reading for solving problems* you would like to suggest for this section?

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**5. Reading to be sociable:**

The most proficient teachers of reading are those who, in their daily classroom practice:

	<i>no idea</i>	<i>not rel.</i>	<i>some rel.</i>	<i>rel.</i>	<i>high rel.</i>	<i>ess- ential</i>		
a. take time to explore with their learners the feelings and attitudes described in texts;	0	1	2	3	4	5	5a	
b. discuss and implement social skills (such as taking turns and listening to others);	0	1	2	3	4	5	5b	
c. frequently lead an analysis of the plots and characters of books with their learners;	0	1	2	3	4	5	5c	
d. regularly discuss the plots of books and characters in an informal and spontaneous manner with their colleagues in the staff-room;	0	1	2	3	4	5	5d	
e. are socially sensitive to character variations in written texts, (such as wit respect to religion, language etc.);	0	1	2	3	4	5	5e	
f. encourage objective discussions on controversial social issues with their learners;	0	1	2	3	4	5	5f	
g. recommend books to their colleagues and peers which foster and enhance positive social attitudes and skills;	0	1	2	3	4	5	5g	
h. have a wide general knowledge from reading a variety of books;	0	1	2	3	4	5	5h	
i. encourage language activity competitions with learners;	0	1	2	3	4	5	5i	

j. encourage learners to read to people in their community (such as: invalids, older people, members of sports or religious organisations etc.).	0	1	2	3	4	5	5j	
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Is there any other item about *reading for solving problems* you would like to suggest for this section?

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**6. Reading for pleasure:**

The most proficient teachers of reading are those who, in their daily classroom practice:

	<i>no idea</i>	<i>not rel.</i>	<i>some rel.</i>	<i>rel.</i>	<i>high rel.</i>	<i>ess- ential</i>		
a. explain to their learners where to find the current and most popular books in their communities;	0	1	2	3	4	5	6a	
b. enthusiastically support the Education Department's new ruling to provide half an hour's compulsory reading programme during each school day;	0	1	2	3	4	5	6b	
c. make time during the lesson to talk about an author's interesting style of writing;	0	1	2	3	4	5	6c	
d. select books for pleasure by also reading the reviews rather than merely judging books by their pictures and covers;	0	1	2	3	4	5	6d	
e. allow their learners to discuss their understandings of what they have read from the books.	0	1	2	3	4	5	6e	

Is there any other item about *reading for pleasure* you would like to suggest for this section?

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**7. The development of reading skills:**

The most proficient teachers of reading are those who, in their daily classroom practice:

	<i>no idea</i>	<i>not rel.</i>	<i>some rel.</i>	<i>rel.</i>	<i>high rel.</i>	<i>ess- ential</i>		
a. refuse to let their learners see the front cover of the book until after they have read the story;	0	1	2	3	4	5	7a	
b. re-read the text if the meaning is not clear;	0	1	2	3	4	5	7b	
c. self-correct themselves when reading so that the meaning of the text and interest are maintained;	0	1	2	3	4	5	7c	
d. apply their knowledge of phonics to assist in constructing meaning;	0	1	2	3	4	5	7d	
e. skim and scan texts to find relevant information;	0	1	2	3	4	5	7e	
f. identify and discuss the main and subordinate plots/themes in a story;	0	1	2	3	4	5	7f	
g. encourage their learners to read the text aloud at a comfortable and efficient rate;	0	1	2	3	4	5	7g	
h. encourage their learners to read the text with an interested expression;	0	1	2	3	4	5	7h	
i. decode difficult words in class, as they occur such as: by pointing to the beginning, middle and ends of words; by identifying smaller words in larger words; by guessing the word from the meaning, etc.);	0	1	2	3	4	5	7i	
j. plan a variety of activities with the learners to extend their vocabulary.	0	1	2	3	4	5	7j	

Is there any other item about *the development of reading skills* you would like to suggest for this section?

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**VERSION 7a OF THE CIERTQ**

In my view, as a professional, I consider the *most proficient teachers of reading* are those who, in their daily classroom practice:

TEACHER'S NAME: .....	No idea	Not relevant	Some relevance	Relevant	High relevance	Essential	Office use
DATE: .....							
NAME OF SCHOOL: .....							
GRADE: .....							
1. Explore the moral of a story with their learners.	-	0	1	2	3	4	1a
2. Explore different possible interpretations of idiomatic expressions.	-	0	1	2	3	4	1b
3. Demonstrate an understanding of the text by predicting outcomes and actions.	-	0	1	2	3	4	1c
4. Demonstrate understanding by retelling the story in their own words.	-	0	1	2	3	4	1d
5. Explore the deeper meaning of a story with their learners.	-	0	1	2	3	4	1e
6. Compare and contrast elements such as character, setting or events.	-	0	1	2	3	4	1f
7. Use figurative language in their discussion with learners.	-	0	1	2	3	4	2a
8. Use correct grammatical structures when speaking.	-	0	1	2	3	4	2b
9. Allow readers to give their comments and opinions without interruptions.	-	0	1	2	3	4	2c
10. Develop and work on building a personal rapport with their learners.	-	0	1	2	3	4	2d
11. Communicate with their learners using logical organised thinking.	-	0	1	2	3	4	2e
12. Respond to opportunities to discuss what has been read.	-	0	1	2	3	4	2f
13. Read, understand and write using a variety of genre texts.	-	0	1	2	3	4	3a
14. Compare and contrast text information.	-	0	1	2	3	4	3b
15. Help learners to find resources inside their school to locate information.	-	0	1	2	3	4	3c
16. Ask probing questions about the content to seek the right answers.	-	0	1	2	3	4	3d
17. Identify and interrupt vocabulary critical to the meaning of the text.	-	0	1	2	3	4	3e
18. Provide opportunities to discover major ideas and supporting ideas.	-	0	1	2	3	4	3f

19. Teach editing skills by focussing on spelling, grammar and punctuation.	-	0	1	2	3	4	4a
20. Encourage their learners to use prior knowledge to solve moral problems in stories.	-	0	1	2	3	4	4b
21. Choose appropriate resources and materials to solve problems and make decisions.	-	0	1	2	3	4	4c
22. Encourage learners to make and justify judgments about information in the text.	-	0	1	2	3	4	4d
23. Evaluate the content critically for consistency.	-	0	1	2	3	4	4e
24. Use graphic aids (such as graphs and tables) to interpret information.	-	0	1	2	3	4	4f
25. Discuss and implement social skills such as taking turns and listening to others.	-	0	1	2	3	4	5a
26. Regularly lead an analysis of the plots and characters of books.	-	0	1	2	3	4	5b
27. Are socially sensitive to religion and language issues in written texts.	-	0	1	2	3	4	5c
28. Encourage objective discussions on controversial social issues.	-	0	1	2	3	4	5d
29. Explore texts by looking at emotions and interpersonal relationships.	-	0	1	2	3	4	5e
30. Recommend books that foster and enhance positive social attitudes and skills.	-	0	1	2	3	4	5f
31. Explain where to find the current and most popular books in their communities.	-	0	1	2	3	4	6a
32. Make time during the lesson to talk about an author's style of writing.	-	0	1	2	3	4	6b
33. Select books for pleasure by reading the review rather than looking at the covers.	-	0	1	2	3	4	6c
34. Allow the learners to discuss their understandings of what they have read.	-	0	1	2	3	4	6d
35. Select fiction and non-fiction materials in response to a topic or theme.	-	0	1	2	3	4	6e
36. Display fiction and non-fiction books in the class to encourage readers to read them.	-	0	1	2	3	4	6f
37. Re-read the text if the meaning is not clear.	-	0	1	2	3	4	7a
38. Self-correct themselves when reading so that the meaning and interest are maintained.	-	0	1	2	3	4	7b
39. Apply their own knowledge of phonics to assist in decoding difficult words.	-	0	1	2	3	4	7c
40. Skim and scan texts to find relevant information.	-	0	1	2	3	4	7d
41. Encourage their learners to read with appropriate rate and expression.	-	0	1	2	3	4	7e
42. Encourage the learners to summarise the text.	-	0	1	2	3	4	7f

***For Office use only: 1 = Reading for meaning, 2 = Reading to communicate, 3 = Reading to learn, 4 = Reading to become a critical thinker, 5 = Reading to be sociable, 6 = Reading for pleasure, 7 = Reading to develop skills.***

**Suggested Comments**

**VERSION 7b OF THE CIERTQ**

How does the environment influence the teaching of reading in my class?

<b>TEACHER'S NAME:</b> <b>NAME OF SCHOOL:</b>	<b>DATE:</b> <b>GRADE:</b>	<b>Yes</b>	<b>No</b>	<b>Office use</b>
1. The Subject Advisors give me support in my class teaching.		1	0	1a
2. The Language Support co-ordinators give me support in my class teaching.		1	0	1b
3. The principal gives me support in my class teaching.		1	0	1c
4. The HOD gives me support in my class teaching.		1	0	1d
5. We as educators support each other in our school.		1	0	1e
6. We as educators plan together.		1	0	1f
7. The parents are involved in the school.		1	0	2a
8. Most of the parents of the learners in my class are literate.		1	0	2b
9. Most of the parents of the learners in my class work and are currently employed.		1	0	2c
10. The parents pay their school fees.		1	0	2d
11. The parents assist us in our class teaching.		1	0	2e
12. Our community supports our school.		1	0	2f
13. The language I use in the classroom is the learner's home language.		1	0	3a
14. The learners use a different language on the playground.		1	0	3b
15. The learners speak a different language at home.		1	0	3c
16. The learners use full sentences when they speak in class.		1	0	3d
17. I have books in my class written in a variety of languages.		1	0	3e
18. I teach using a few languages at the same time.		1	0	3f
19. I use OBE techniques in my classroom.		1	0	4a
20. I integrate all the learning areas during the school day.		1	0	4b
21. I use a learner-centred approach in my classroom.		1	0	4c
22. My principal supports OBE in our school.		1	0	4d
23. The teachers I work with use OBE in their classes.		1	0	4e
24. I enjoy the challenge of teaching new methodologies.		1	0	4f
25. In my class the learners are motivated to learn.		1	0	5a
26. Many learners in my class are involved with gangs.		1	0	5b
27. Many of the learners in my class frequently move from school to school.		1	0	5c
28. The learners in my class are mostly from urban areas.		1	0	5d
29. As the teacher I express the high standards I expect from learners.		1	0	5e
30. The learners respect me as an educator.		1	0	5f
31. have been trained to teach the grade that I am presently teaching in.		1	0	6a
32. I was trained to teach reading.		1	0	6b
33. Teach reading the same way that I was taught when I was at school.		1	0	6c
34. I am a good teacher of reading in my class.		1	0	6d
35. I cannot teach effectively in my overcrowded classroom.		1	0	6e
36. In our school there is support for the weak learners.		1	0	6f

37. In my class the learners have their own exercise books.	1	0	7a
38. The learners have their own textbooks.	1	0	7b
39. The students use the computers in our school.	1	0	7c
40. The learners use the school library on a regular basis.	1	0	7d
41. There are many interruptions during the day in my class.	1	0	7e
42. I feel safe teaching in this school.	1	0	7f

**For Office Use only: 1 = Teacher support, 2 = Parental Involvement, 3 = Language issues, 4 = OBE issues, 5 = About the learner, 6 = About the teacher, 7 = About the environment**

**Suggested comments:**

**Item No.** \_\_\_\_\_

**Item** \_\_\_\_\_

**No.** \_\_\_\_\_

**Item** \_\_\_\_\_

**No.** \_\_\_\_\_

\_\_\_\_\_

**VERSION 8 OF THE CIERTQ**

TEACHER'S NAME: .....	DATE: .....
NAME OF SCHOOL:.....	GRADE: .....

**WHAT ARE THE CORE INDICATORS OF A PROFICIENT\* TEACHER OF READING?**

\* Proficient can mean “competent” or “having a complete mastery of”.

**The purpose of this study is to try to reach consensus among teachers, where possible, on 42 probable core indicators (benchmarks) for proficient strategies in the teaching of reading at primary school level. Would you like to consider how important each item might be?”**

- What is your understanding of a “proficient”\* teacher of reading? Critique and circle the relevance of the items on the back of this page, as potential indicators of proficient teachers of reading.

Next to each sentence are numbers - to 4 coded as:

- = *I have no idea what this means*
- 0 = *This item is not relevant to a teacher of reading proficiency.*
- 1 = *This item is of some relevance to a teacher of reading proficiency.*
- 2 = *This item is of relevance to a teacher of reading proficiency.*
- 3 = *This item is of high relevance to a teacher of reading proficiency.*
- 4 = *This item is an essential indicator of a teacher of reading proficiency.*

**Item example:**

**The most proficient teachers of reading are those who, in their daily classroom practice:**

	no idea	not rel.	some rel.	rel.	high rel.	ess- ential
a. Enjoy talking to their learners about the writing styles of various authors;	-	0	1	2	3	4
b. Enjoy talking to their learners about the writing styles of various authors;	-	0	1	2	3	4

- Thank you for taking the time to complete this survey.
- It should take you about 20 - 30 minutes to complete.
- A range of scoring is expected so do not hesitate to score these items with complete honesty and freedom. Drawing circles around 1s and 2s is as important as circling 4s.

In my view, as a professional, I consider that at the primary school level, the most proficient teachers of reading are those who, in their daily classroom practice:		I have no idea	Not relevant	Some relevance	Relevant	High relevance	Essential	Office use
1.	Explore the moral of a story with their learners.	-	0	1	2	3	4	ME
2.	Explore different possible interpretations of idiomatic expression.	-	0	1	2	3	4	ME
3.	Demonstrate an understanding of the text by predicting outcomes and actions.	-	0	1	2	3	4	ME
4.	Demonstrate understanding by retelling the story in their own words.	-	0	1	2	3	4	ME
5.	Explore the deeper meaning of a story with their learners.	-	0	1	2	3	4	ME
6.	Compare and contrast elements such as character, setting or events.	-	0	1	2	3	4	ME
7.	Use figurative language in their discussion with learners.	-	0	1	2	3	4	CO
8.	Use correct grammatical structures when speaking.	-	0	1	2	3	4	CO
9.	Allow readers to give their comments and opinions without interruptions.	-	0	1	2	3	4	CO
10.	Develop and work on building a personal rapport with their learners.	-	0	1	2	3	4	CO
11.	Communicate with their learners using logical organized thinking.	-	0	1	2	3	4	CO
12.	Respond to opportunities to discuss what has been read.	-	0	1	2	3	4	CO
13.	Read, understand and write using a variety of genre texts.	-	0	1	2	3	4	LE
14.	Compare and contrast text information.	-	0	1	2	3	4	LE
15.	Help learners to find resources inside their school to locate information.	-	0	1	2	3	4	LE
16.	Ask probing questions about the content to seek the right answers.	-	0	1	2	3	4	LE
17.	Identify and interpret vocabulary critical to the meaning of the text.	-	0	1	2	3	4	LE
18.	Provide opportunities to discover major ideas and supporting ideas.	-	0	1	2	3	4	LE
19.	Teach editing skills by focusing on spelling, grammar and punctuation.	-	0	1	2	3	4	CT
20.	Encourage their learners to use prior knowledge to solve moral problems in stories.	-	0	1	2	3	4	CT
21.	Choose appropriate resources and materials to solve problems and make decisions.	-	0	1	2	3	4	CT
22.	Encourage learners to make and justify judgments about information in the text.	-	0	1	2	3	4	CT
23.	Evaluate the content critically for consistency.	-	0	1	2	3	4	CT
24.	Use graphic aids (such as graphs and tables) to interpret information.	-	0	1	2	3	4	CT
25.	Discuss and implement social skills such as taking turns and listening to others.	-	0	1	2	3	4	SO
26.	Regularly lead an analysis of the plots and characters of books.	-	0	1	2	3	4	SO
27.	Are socially sensitive to religion and language issues in written texts.	-	0	1	2	3	4	SO
28.	Encourage objective discussions on controversial social issues.	-	0	1	2	3	4	SO
29.	Explore texts by looking at emotions and interpersonal relationships.	-	0	1	2	3	4	SO
30.	Recommend books that foster and enhance positive social attitudes and skills.	-	0	1	2	3	4	SO
31.	Explain where to find the current and most popular books in their communities.	-	0	1	2	3	4	PL
32.	Make time during the lesson to talk about an author's style of writing.	-	0	1	2	3	4	PL
33.	Select books for pleasure by reading the review rather than looking at the covers.	-	0	1	2	3	4	PL
34.	Allow the learners to discuss their understandings of what they have read.	-	0	1	2	3	4	PL
35.	Select fiction and nonfiction materials in response to a topic or theme.	-	0	1	2	3	4	PL
36.	Display fiction and non-fiction books in the class to encourage readers to read them.	-	0	1	2	3	4	PL
37.	Re-read the text if the meaning is not clear.	-	0	1	2	3	4	SK
38.	Self-correct themselves when reading so that the meaning and interest are maintained.	-	0	1	2	3	4	SK
39.	Apply their own knowledge of phonics to assist in decoding difficult words.	-	0	1	2	3	4	SK
40.	Skim and scan texts to find relevant information.	-	0	1	2	3	4	SK
41.	Encourage their learners to read with appropriate rate and expression.	-	0	1	2	3	4	SK
42.	Encourage the learners to summarize the text.	-	0	1	2	3	4	SK
<b>For Office use only:</b> ME _____ CO _____ LE _____ CT _____ SO _____ PL _____ SK _____								
<u>Suggested Comments:</u>								
<u>Item No.</u>								
Item No.								
Item No.								

## VERSION 8 (AFRIKAANS) OF THE CIERTQ

ONDERWYSER: .....	DATUM: .....
SKOOL: .....	GRAAD: .....

### WAT IS DIE KERNAANWYSERS VIR 'N BEKWAME\* ONDERWYSER WAT LEES ONDERRIG?

\* 'Bekwaam' kan 'vaardig' of 'knap' beteken.

Die doel van hierdie studie is om, waar moontlik, onder onderwysers konsensus te probeer bereik oor 42 moontlike kernaanwysers (sleutelkenmerke) van bekwame strategieë in leesonderrig op laerskoolvlak. Sou u graag die belangrikheid van elke item oorweeg?

1. Wat verstaan u onder 'n 'bekwame' onderwyser wat lees onderrig? Op die keersy lees die items krities en omkring die toepaslikheid daarvan as moontlike aanwysers van bekwame onderwysers wat lees onderrig.

Die syfers – tot 4 langs elke stelling is soos volg gekodeer:

- = *Ek het geen idee wat hierdie stelling beteken nie.*
- 0 = *Hierdie stelling is nie toepaslik op die bekwaamheid van 'n onderwyser wat lees onderrig nie.*
- 1 = *Hierdie stelling is deels toepaslik op die bekwaamheid van 'n onderwyser wat lees onderrig.*
- 2 = *Hierdie stelling is toepaslik op die bekwaamheid van 'n onderwyser wat lees onderrig.*
- 3 = *Hierdie stelling is hoogs toepaslik op die bekwaamheid van 'n onderwyser wat lees onderrig.*
- 4 = *Hierdie stelling is 'n noodsaaklike aanwyser vir die bekwaamheid van 'n onderwyser wat lees onderrig.*

2. Voeg asseblief enige verdere stellings by wat na u mening toepaslik is.

Voorbeeld van 'n stelling:	Geen idee	Nie toepaslik	Deels toepaslik	Toepaslik	Uiters toepaslik	Noodsaaklik
Die mees bekwame onderwysers wat lees onderrig is diegene wat elke dag in hul klaskamer						
a. Dit geniet om die skryfstyl van verskillende skrywers met hul leerders te bespreek.	-	0	1	2	3	4
b. Seker maak dat daar in elke verhaal diere voorkom.	-	0	1	2	3	4

- Dankie dat u die moeite gedoen het om hierdie opname te voltooi.
- U behoort die opname binne ongeveer 15-20 minute te voltooi.
- Uiteenlopende tellings word verwag, dus moet u nie huiwer om heeltemal eerlik en openlik te wees nie. Dit is net so belangrik om 1'e en 2's te omring as wat dit is om 4's te omring.



<b>Na my professionele mening is die mees bekwame onderwysers wat lees op laerskoolvlak onderrig, diegene wat elke dag in die klaskamer hul leerders ondersteun deur:</b>		Geen idee	Nie toepaslik	Deels toepaslik	Toepaslik	Uiters toepaslik	Noodsaaklik	Kan-toor-gebruik
1.	Die les van 'n verhaal bespreek.	-	0	1	2	3	4	ME
2.	Verskillende interpretasies van idiomatiese uitdrukkings te verken.	-	0	1	2	3	4	ME
3.	Begrip van die teks toon deur gevolge en handeling te voorspel.	-	0	1	2	3	4	ME
4.	Begrip toon deur die verhaal in hul eie woorde oor te vertel.	-	0	1	2	3	4	ME
5.	Die diepere betekenis van die verhaal te verken.	-	0	1	2	3	4	ME
6.	Elemente soos karakter, omgewing of gebeure te vergelyk of kontrasteer.	-	0	1	2	3	4	ME
7.	In besprekings beeldspraak te gebruik.	-	0	1	2	3	4	CO
8.	Korrekte grammatika-strukture gebruik wanneer hulle praat.	-	0	1	2	3	4	CO
9.	Ruimte te skep vir hulle om hul eie menings te lug en hulle nie te onderbreek nie.	-	0	1	2	3	4	CO
10.	'n Persoonlike verstandhouding te ontwikkel en dit uit te bou.	-	0	1	2	3	4	CO
11.	Deur logiese, georganiseerde denke te kommunikeer.	-	0	1	2	3	4	CO
12.	Te reageer op geleenthede om dit wat gelees is, te bespreek.	-	0	1	2	3	4	CO
13.	Verskillende tekstipes te lees, verstaan en te skryf.	-	0	1	2	3	4	LE
14.	Teksinligting te vergelyk en kontrasteer.	-	0	1	2	3	4	LE
15.	Hulle aan te moedig om hulpmiddels in die skool te kry waar hulle inligting kan vind.	-	0	1	2	3	4	LE
16.	Diepgaande vrae oor die inhoud te vra om die regte antwoorde te vind.	-	0	1	2	3	4	LE
17.	Woordeskat van kritiese belang vir betekenis te identifiseer en te interpreteer.	-	0	1	2	3	4	LE
18.	Geleenthede bied om hoof- en aanvullende idees te vind.	-	0	1	2	3	4	LE
19.	Op spel, grammatika en punktuasie konsentreer om hulle te leer redigeer.	-	0	1	2	3	4	CT
20.	Hulpverlening aan te bied om morele probleme in verhale deur voorkennis op te los.	-	0	1	2	3	4	CT
21.	Gepaste hulpmiddels en materiaal te kies om probleme op te los en besluite te neem.	-	0	1	2	3	4	CT
22.	Hulpverlening te bied om inligting in tekste te beoordeel en dit te motiveer.	-	0	1	2	3	4	CT
23.	Die inhoud krities te evalueer om te oordeel of dit konsekwent is.	-	0	1	2	3	4	CT
24.	Grafiese hulpmiddels (bv. grafieke en tabelle) te gebruik om inligting te interpreteer.	-	0	1	2	3	4	CT
25.	Sosiale vaardighede soos beurte neem en na ander luister, te bespreek en implementeer.	-	0	1	2	3	4	SO
26.	Gereeld ontleding van die storielyn en karakters in boeke te lei.	-	0	1	2	3	4	SO
27.	Sosiaal sensitief te wees vir kwessies rakende godsdiens en taal in geskrewe tekste.	-	0	1	2	3	4	SO
28.	Objektiewe besprekings oor omstrede sosiale kwessies aan te moedig.	-	0	1	2	3	4	SO
29.	Tekste te verken deur op emosies en interpersoonlike verhoudings te let.	-	0	1	2	3	4	SO
30.	Boeke aan te beveel wat positiewe sosiale houdings en vaardighede aanmoedig.	-	0	1	2	3	4	SO
31.	Te verduidelik waar hulle in hul gemeenskappe nuwe en die gewildste boeke kan vind.	-	0	1	2	3	4	PL
32.	Gedurende die les tyd te vind om die skrywer se styl te bespreek.	-	0	1	2	3	4	PL
33.	Boeke vir genot te kies deur resensies te lees, eerder as om op die omslag te oordeel.	-	0	1	2	3	4	PL
34.	Leerders toe te laat om hul interpretasies van wat hulle gelees het, te bespreek.	-	0	1	2	3	4	PL
35.	Fiksie en nie-fiksie materiaal te kies om by 'n onderwerp of tema aan te pas.	-	0	1	2	3	4	PL
36.	Fiksie en nie-fiksie in die klas te vertoon om leerders aan te moedig om dit te lees.	-	0	1	2	3	4	PL
37.	Die teks te herlees as die betekenis nie duidelik blyk nie.	-	0	1	2	3	4	SK
38.	Hulself te korrigeer wanneer hulle vir betekenis lees en om belangstelling te behou.	-	0	1	2	3	4	SK
39.	Hul eie kennis van klankleer toe te pas om moeilike woorde te help ontsyfer.	-	0	1	2	3	4	SK
40.	Tekste te vluglees om toepaslike inligting te vind.	-	0	1	2	3	4	SK
41.	Leerders aan te moedig om teen 'n gepaste tempo en met korrekte uitdrukking te lees.	-	0	1	2	3	4	SK
42.	Leerders aan te moedig om die teks op te som.	-	0	1	2	3	4	SK
<b>Slags vir kantoorgebruik:</b> ME ____ CO ____ E ____ CT ____ SO ____ PL ____ SK ____								

Opmerkings:

Stelling Nr.

Stelling Nr.

Stelling Nr.

## VERSION 8 (XHOSA) OF THE CIERTQ

IGAMA LIKATITSHALA: .....	UMHLA: .....
IGAMA LESIKOLO: .....	IBANGA: .....

ZEZIPHI EZONA ZALATHISI ZINGUNDOQO ZOTITSHALA ONOBUCHULE\*  
EKUFUNDISENI I-READING?

\* Intsingiselo yobuchule inga “bubuchle” okanye “ubuchwepheshe obugqibeleleyo”

Injongo yoluphando kukuzama ukufikelela kwisivumelwano phakathi kweetitshala, ukuba kuyenzeka, kwizalathisi eziyi 42 ezingundoqo kumaqhinga obuchule ekufundiseni i-reading kumabakala amabanga aphantsi. Unganceda uqwalasele ukuba ungathi ubaluleke kanjani umba ngamnye kule?

1. Luthini ulwazi lwakho ngetitshala enobuchule\* bokufundisa ireading? Gweba ngokufaka isangqa ubunyani bemiba engasemva kweliphepha, njengenokuba zizalathisi zootitshala abanobuchule bokufundisa ireading.

Ecaleni kwencazelo nganye ngamanani usuka ku – ukuya ku 4 abonakaliswe ngoluhlobo:

- = *Andinalwazi ngokuthethwa koku.*
- 0 = *Lo mba awufanelekanga kutitshala ofundisa ngobuchule ekufundeni (reading).*
- 1 = *Lo umba unako ukufaneleka okuthithile kutitshala ofundisa ngobuchule bokufunda.*
- 2 = *Lo umba ufanelekile kutitshala ofundisa ngobuchule bokufunda.*
- 3 = *Lo umba ufaneleke kakhulu kutitshala ofundisa ngobuchule bokufunda.*
- 4 = *Lo umba usisalathiso esi sisiseko kutitshala ofundisa ubuchule okufunda.*

2. Nceda ufakelele noba yeyiphi engeminye imiba ocinga ukuba ifanelekile.

Umzekelo womba:

Abona titshala bereading abanobuchule ngabo bathi, ekufundiseni kwabo kwemihla ngemihla:

- |  | Aandina | Aayinaku | Inako | Iyaham | Ihambelans | Ingunqoqo |
|--|---------|----------|-------|--------|------------|-----------|
| a. Bayakonwabela ukuthetha nabafundi babo ngentlobo ezahlukeneyo zokubhala kwababhali. | -       | 0        | 1     | 2      | 3          | 4         |
| b. Baqinisekisa ukuba kukho izilwanyane kwibali ngalinye.                              | -       | 0        | 1     | 2      | 3          | 4         |

- **Enkosi ngexesha lakho ekuzaliseni lomqulu wophando.**
- **Kuthekeleleka ukuba iyakukuthatha imizuzu eyi15-20 ukuyizalisa.**
- **Uludwe lokuqokelelwa kwamanqaku lulindelekile ngoko nceda faka amanqaku ngokunyanisekileyo nangokukhululekileyo. Ukuzoba isangqa ku1 no 2 kubaluleke ngokufanayo nokuzoba isangqa ku4.**

	Andinalwazi	Aayihambelani	Inako ukuhambelana	Iyahambelana	Ihambelana kakhulu	Ingundoqo	Owe ofisi
Ngoko lwam uluvo njenge ngcaphephe, ndicinga ukuba kumanqanaba aseprimary ezona <i>titshala zinobuchule bokufundisa ireading</i> zezo kwinqubo yazo yemihla ngemihla eklasini zithi zixhase abafundi bazo ngokuthi:							
1. Ukuphicotha okulingileyo ngebali.	-	0	1	2	3	4	ME
2. Ukuphicotha indlela ezahlukeneyo zokuguqula intetha esitheleyo/ engagqalanga.	-	0	1	2	3	4	ME
3. Ukubonakalisa ukulandela umxholo ngokuthi aqikelele iziphumo neziganeko.	-	0	1	2	3	4	ME
4. Ukubonakalisa ukulandela ngokuthi akwazi ukuphinda alibalise ibali ngawakhe amazwi.	-	0	1	2	3	4	ME
5. Ukuphonononga nzulu intsingiselo yebali.	-	0	1	2	3	4	ME
6. Ukuthelekisa nokuchasanisa izinto ezinje ngomdlali, indawo eliqhubeka kuyo kunye neziganeko.	-	0	1	2	3	4	ME
7. Ukusebenzisa izafobe engxoxweni yabo.	-	0	1	2	3	4	CO
8. Ukusebenzisa ulwakhiwo lwegram olululo xa bethetha nabafundi babo.	-	0	1	2	3	4	CO
9. Abavumele abafundi ukuthi bahlomle banike nezimvo zabo ngaphandle kweziphazamiso.	-	0	1	2	3	4	CO
10. Ukuqulunqa nokusebenzela ukwakha intsebenziswano nabafundi.	-	0	1	2	3	4	CO
11. ukunxibelelana esebenzisa ukuqiqa nzulu bokucinga okucwangcisiweyo.	-	0	1	2	3	4	CO
12. Ukuphendula kumathuba okuxoxa ngoko bekufundwa.	-	0	1	2	3	4	CO
13. Ukufunda, ukuqonda nokubhala usebenzisa imixholongemixholo nabafundi bakhe.	-	0	1	2	3	4	LE
14. Ukuthelekisa nokuchasanisa ulwazi ngomxholo nabafundi.	-	0	1	2	3	4	LE
15. Uyabakhuthaza ukuba bafumane indawo ezinamacebiso okuzuzwa ulwazi apha ngaphakathi esikolweni.	-	0	1	2	3	4	LE
16. Ukubuza imibuzo ephanda nzulu ngesiqulatho (content) ufuna impendulo ezichanileyo.	-	0	1	2	3	4	LE
17. Ukwazi nokuguqula intsingiselo yamagama abalulekileyo kwintsingiselo yomxholo.	-	0	1	2	3	4	LE
18. Ukunika amathuba okuzuzwa ingcinga ezingundoqo nezo zizixhasayo.	-	0	1	2	3	4	LE
19. Ukufundisa ubuchule bokuhlela ngokuthi ugxininise kupelo magama, igrama neziphumlisi.	-	0	1	2	3	4	CT
20. Ukuthaza abafundi ukuba basebenzise ulwazi asele benalo ukusombulula ingxaki ezisemabalini.	-	0	1	2	3	4	CT
21. Ukukhetha iiresourse nematiriyeli ezifanelekileyo ekusombululeni ingxaki nase kwenzeni izigqibo.	-	0	1	2	3	4	CT
22. Ukukhuthaza abafundi ekwenzeni nase kugwebeleni intekelulo malunga nolwazi elikumxholo.	-	0	1	2	3	4	CT
23. Ukuhluzisa isiqulatho ehlaba amadlala ukwenzela ukungaguqu guquki.	-	0	1	2	3	4	CT
24. Ukusebenzisa izixhobo ezibugrafuka (ezinje ngeegrafu neetafile) ekutolikeni ulwazi.	-	0	1	2	3	4	CT
25. Ukuxoxa nokuphumeza izakhono zasekuhlaleni ezinje ngokunikana amathuba nokuphulaphula kwabanye.	-	0	1	2	3	4	SO
26. Uthi rhoqo ukhokhela ukuhlalutywa koyilo (plot) kunye nabaliganiswa encwadini.	-	0	1	2	3	4	SO
27. Ukuba nobuthathaka ngezintlo kwinkolo nolwimi kumxholo obhaliweyo.	-	0	1	2	3	4	SO
28. Ukukhuthaza ingxoxo ezingathathi cala kwimiba enokuphikisana ngezintlo.	-	0	1	2	3	4	SO
29. Ukuphonononga umxholo ngokuthi ujonge imvakalelo (emotions) kunye nonxulumano lwabantu.	-	0	1	2	3	4	SO
30. Ncoma iincwadi ezikhuthaza kwaye ziphakamisa izimvo nezakhono ezizisa inzolo ekuhlaleni.	-	0	1	2	3	4	SO
31. Bacacisele ukuba zifumaneka phi iincwadi ezintsha zikwabalasele kwindawo abahlala kuzo.	-	0	1	2	3	4	PL
32. Nika ixesha apha esifundweni lokuba kuthethwe ngendlela umbhali abhala ngayo.	-	0	1	2	3	4	PL
33. Fundisa abafundi ukufunda izigxeko ncomo endaweni yokujonga emaqweqweni eencwadi xa bekhetha incwadi.	-	0	1	2	3	4	PL
34. Vumela abafundi ukuba baxoxe ngento abagqiba ukuyifunda.	-	0	1	2	3	4	PL
35. Khetha impahla/iincwadi eziyinyani nezingeyonyani xa bephendula isihloko okanye umxholo othile.	-	0	1	2	3	4	PL
36. Uthi abeke endaweni esekuhleni apha eklasini iincwadi eziyinyani nezingeyonyani ekhuthaza abafundi ukuba bazifunde.	-	0	1	2	3	4	PL
37. Utitshala uthi aphinde ayifunde incwadi ukuba intsingiselo yayo ayicacanga.	-	0	1	2	3	4	SK
38. Uthi afundise abafundi ukuba bakwazi ukuzilungisa ngokwabo xa bethe baphazama ukwenzela ukuba banga phulukani nentsingiselo.	-	0	1	2	3	4	SK

39. Ubafundisa ukuba basebenzise olwabo ulwazi ngezandi zamazwi ukwezela ukuba bakwazi ukuguqula amagama afihlakeleyo.	-	0	1	2	3	4	SK
40. Ukusinga nokukrwaqula umxholo bekhangela ulwazi oluyimfuneko.	-	0	1	2	3	4	SK
41. Ukufundisa abafundi ukuba bafunde ngesantya nembonakalo eyiyo.	-	0	1	2	3	4	SK
42. Ukhuthaza abafundi ukuba bashwankathele umxholo.	-	0	1	2	3	4	SK

Umsebenzi weofisi kuphela: ME ..... CO ..... LE ..... CT ..... SO ..... PL ..... SK .....

zimvo ezizingcebiso

Inombolo yoluhlu \_\_\_\_\_

Inombolo yoluhlu \_\_\_\_\_

**VERSION 9 OF THE CIERTQ**

TEACHER'S NAME: .....	DATE: .....
NAME OF SCHOOL: .....	GRADE: .....

**WHAT ARE THE CORE INDICATORS OF THE BEST TEACHERS OF READING?**

1. Critique and circle the relevance of the items on the back of this page as potential indicators of the best teachers of reading.
2. Next to each sentence are numbers 0 – 4 coded as:
  - 0 = This item is not relevant to a teacher of reading.
  - 1 = This item is of some relevance to a teacher of reading.
  - 2 = This item is of relevance to a teacher of reading.
  - 3 = This item is of high relevance to a teacher of reading.
  - 4 = This item is an essential indicator of a teacher of reading.

**Item example:**

*The best teachers of reading are those that:*

	<b>not rel</b>	<b>some rel.</b>	<b>rel.</b>	<b>high rel.</b>	<b>ess- ential</b>
a. Demonstrate an understanding of the text by making predictions.	0	1	2	3	4
b. Link the text to the learner's prior knowledge.	0	1	2	3	4

- Thank you for taking the time to complete this survey.
- It should take you about 20 – 30 minutes to complete.
- A range of scoring is expected so do not hesitate to score these items with complete honesty and freedom. Drawing circles around 1s and 2s is as important as circling 4s.

I believe that the best teachers of reading in the primary classes, encourage their learners to do the following on a daily basis:		Not relevant	Some relevance	Relevant	High relevance	Essential
	<i>The best teachers of reading are those that:</i>					
1	Work on building a personal rapport with their learners.	0	1	2	3	4
2	Communicate with their learners using logical, sequential thinking.	0	1	2	3	4
3	Use correct grammatical structures when speaking to their learners.	0	1	2	3	4
4	Allow learners to give their opinions of the text without interruptions.	0	1	2	3	4
	<i>The best teachers of reading are those that:</i>					
5	Explore different interpretations of idiomatic and figurative expressions found in text.	0	1	2	3	4
6	Explore the moral of a story.	0	1	2	3	4
7	Explore the deeper meaning of a story.	0	1	2	3	4
8	Compare and contrast elements in a story such as character, setting or events.	0	1	2	3	4
	<i>The best teachers of reading are those that:</i>					
9	Encourage their learners to find fictional and non-fictional materials in response to a theme.	0	1	2	3	4
10	Display these books in the class to encourage the learners to read them.	0	1	2	3	4
11	Explain where to find the most popular books in their communities.	0	1	2	3	4
12	Discuss how to implement social skills such as taking turns and listening to others.	0	1	2	3	4
	<i>The best teachers of reading are those that:</i>					
13	When choosing a book, guide their learners to read reviews rather than looking at covers.	0	1	2	3	4
14	Make time to talk about authors' styles of writing.	0	1	2	3	4
15	Compare and contrast text information with their learners.	0	1	2	3	4
16	Use discussions from the text as a form of review.	0	1	2	3	4
	<i>The best teachers of reading are those that:</i>					
17	When reading books encourage objective discussions on controversial social issues.	0	1	2	3	4
18	Are socially sensitive to religion, language and cultural issues in written texts.	0	1	2	3	4
19	Explore texts by looking at interpersonal relationships amongst the characters in a story.	0	1	2	3	4
20	Check to see that different readers understand the content of a story in the same way.	0	1	2	3	4
21	Encourage their learners to make judgments about information in the text.	0	1	2	3	4
22	Use graphic aids such as graphs and tables to interpret information in a text.	0	1	2	3	4
	<i>The best teachers of reading are those that:</i>					
23	Teach learners to apply their knowledge of phonics when reading difficult words.	0	1	2	3	4
24	Encourage their learners to read with appropriate rate and expression.	0	1	2	3	4
25	Re-read the text if the meaning is not clear.	0	1	2	3	4
26	Encourage learners to summarize the text in their own words.	0	1	2	3	4
27	When reading, encourage their learners to self-correct so that the meaning is maintained.	0	1	2	3	4
28	Allow time for their learners to skim and scan the text to find relevant information.	0	1	2	3	4
29	Teach editing skills such as spelling, grammar and punctuation.	0	1	2	3	4
30	Allow their learners time to analyze the plots and characters of stories.	0	1	2	3	4
	<i>The best teachers of reading are those that:</i>					
31	Demonstrate an understanding of the text by making predictions.	0	1	2	3	4
32	Allow time for their learners to retell the story in their own words.	0	1	2	3	4
33	Read, understand and write using a variety of text types with their learners.	0	1	2	3	4
34	Refer to and use stories to solve social problems in the class such as stealing.	0	1	2	3	4
	<i>The best teachers of reading are those that:</i>					
35	Encourage their learners to find resources inside their school to complete projects.	0	1	2	3	4
36	Provide opportunities to discover major ideas in text and supporting ideas.	0	1	2	3	4
37	Allow opportunities to teach the meanings of difficult vocabulary.	0	1	2	3	4
38	Ask probing questions about the content to see if their learners understand the text.	0	1	2	3	4
39	Choose appropriate text resources to solve problems and make decisions.	0	1	2	3	4
40	Link the text to the learner's prior knowledge.	0	1	2	3	4
41	Allow their learners time to respond to what has been read.	0	1	2	3	4

**VERSION 10 OF THE CIERTQ**

TEACHER'S NAME: .....	DATE: .....
NAME OF SCHOOL: .....	GRADE: .....

**WHAT ARE THE CORE INDICATORS OF THE BEST TEACHERS OF READING?**

Critique and circle the relevance of the items on the back of this page as potential indicators of the best teachers of reading.

Next to each sentence are numbers 0 – 4 coded as:

- 0 = This item is not relevant to a teacher of reading.*
- 1 = This item is of some relevance to a teacher of reading.*
- 2 = This item is of relevance to a teacher of reading.*
- 3 = This item is of high relevance to a teacher of reading.*
- 4 = This item is an essential indicator of a teacher of reading.*

**Item example:**

*The best teachers of reading are those that:*

	not rel	some rel.	rel.	high rel.	ess- ential
1. Demonstrate an understanding of the text by making predictions.	0	1	2	3	4
2. Link the text to the learner's prior knowledge.	0	1	2	3	4

- Thank you for taking the time to complete this survey.
- It should take you about 20 – 30 minutes to complete.
- A range of scoring is expected so do not hesitate to score these items with complete honesty and freedom. Drawing circles around 1s and 2s is as important as circling 4s.

What reading skills do you believe are important for your learners to develop?

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I believe that the <b>best</b> teachers of reading in the primary classes do the following on a daily basis in order to help learners become competent in literacy	Not relevant	Some relevance	Relevant	High relevance	Essential
<p><i>The best teachers of reading are those who:</i></p> <ol style="list-style-type: none"> <li>1. Encourage their learners to find fictional and non-fictional materials in response to a theme.</li> <li>2. Display these books in the class to encourage the learners to read them.</li> <li>3. Allow time for their learners to retell the story in their own words.</li> <li>4. Read, understand and write using a variety of text types with their learners.</li> <li>5. Refer to and use stories to solve social problems in the class such as stealing.</li> <li>6. Choose appropriate text resources to solve problems and make decisions.</li> <li>7. Link the text to the learner's prior knowledge.</li> <li>8. Allow their learners time to respond to what has been read.</li> <li>9. Allow their learners to summarise written text.</li> </ol>	0	1	2	3	4
<p><i>The best teachers of reading are those who:</i></p> <ol style="list-style-type: none"> <li>10. Explore different interpretations of idiomatic and figurative expressions found in text.</li> <li>11. Explore the moral of a story.</li> <li>12. Explore the deeper meaning of a story.</li> <li>13. Compare and contrast elements in a story such as character, setting or events.</li> <li>14. Make time to talk about author's styles of writing.</li> <li>15. Speak to the learners in an ordered, clear and well-organised manner.</li> </ol>	0	1	2	3	4
<p><i>The best teachers of reading are those who:</i></p> <ol style="list-style-type: none"> <li>16. When choosing a book, guide their learners to read reviews rather than looking at covers.</li> <li>17. Discuss interpersonal relationships amongst the characters in a story.</li> <li>18. When reading, encourage their learners to self-correct so that the meaning is maintained.</li> <li>19. Encourage their learners to find resources inside their school to complete projects.</li> <li>20. Identify popular reading resources in the community.</li> <li>21. Allow time for their learners to skim and scan the text to find relevant information.</li> </ol>	0	1	2	3	4
<p><i>The best teachers of reading are those who:</i></p> <ol style="list-style-type: none"> <li>22. When reading books encourage objective discussions on controversial social issues.</li> <li>23. Encourage their learners to make judgments about information in the text.</li> <li>24. Use graphic aids such as graphs and tables to interpret information in a text.</li> <li>25. Provide opportunities to discover major ideas in text and supporting ideas.</li> <li>26. Sensitise learners to cultural issues.</li> <li>27. Spend time analysing plots and characters of stories.</li> </ol>	0	1	2	3	4
<p><i>The best teachers of reading are those who:</i></p> <ol style="list-style-type: none"> <li>28. Teach learners to apply their knowledge of phonics when reading difficult words.</li> <li>29. Re-read the text if the meaning is not clear.</li> <li>30. Teach editing skills such as spelling, grammar and punctuation.</li> <li>31. Encourage their learners to read with appropriate expression.</li> <li>32. Build a rapport with their learners.</li> <li>33. Allow opportunities to teach the meanings of difficult vocabulary.</li> <li>34. Ask probing questions about the content to see if their learners understand the text.</li> <li>35. Check to see that different readers understand the content of a story in the same way.</li> </ol>	0	1	2	3	4
<p><i>The best teachers of reading are those who:</i></p> <ol style="list-style-type: none"> <li>36. Compare text information with their learners.</li> <li>37. Use discussions from the text as a form of review.</li> <li>38. Make predictions from the passage.</li> <li>39. Role model social skills such as taking turns and listening to others.</li> </ol>	0	1	2	3	4
<p><i>The best teachers of reading are those who:</i></p> <ol style="list-style-type: none"> <li>40. Use correct grammatical structures when speaking to their learners.</li> <li>41. Allow learners time to give opinions of the text.</li> </ol>	0	1	2	3	4



APPENDIX 6

LETTER FROM THE RESEARCHER TO THE WCED  
REQUESTING PERMISSION TO COLLECT DATA IN  
THEIR SCHOOLS

**FACULTY OF EDUCATION**

PO Box 652, Cape Town 8000 Highbury Road, Mowbray, 7700  
Telephone +27 21 680-1500  
Facsimile +27 21 680-1504



The Director of Research  
Western Cape Education Department  
Old Post Office Building  
Cape Town  
8001

5 February 2002

Dear Dr Francis Wessels

**REQUEST FOR PERMISSION TO COLLECT DATA IN SCHOOLS IN THE WESTERN CAPE**

Since my conversation with you on 1 February 2002, I have put together my application for permission to collect data in the primary schools in the Western Cape. My PhD research will be both quantitative and qualitative, therefore I have two requests.

**1) Quantitative Research:**

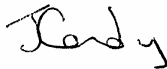
For this I have developed a questionnaire (see attached sheet) which I would like all the 864 teachers who will be involved in the Saturday training in our CLE programme in February/March to complete and again in July/August. These pre and post questionnaire will then be analysed.

I have a contact person in each EMDC (see attached sheet) who will be responsible for handing out, collecting and sending back to me the questionnaires. I will collect the questionnaires from the local EMDCs and from the distant EMDCs I have provided them with self-addressed and stamped envelopes. I have made sure that the contact person

I have asked the contact person in each of the above mentioned four EMDCs to suggest the name of a teacher for me. As yet I do not have these names, as the training sessions have not yet taken place. As soon as I receive the names of the four teachers I will be in contact with you.

Therefore my second request is to have permission to visit these teachers to conduct the classroom observation and the interviews. I know you cannot give me this permission as yet as I do not have all the details such as the names of the teachers and the dates I intend to visit them, but as soon as I do have that information I will make another appointment to see you.

Yours sincerely



Janet Condy

APPENDIX 7

LETTER FROM THE WCED GIVING THE RESEARCHER  
PERMISSION TO CONDUCT RESEARCH IN THEIR  
SCHOOLS

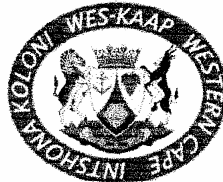
Navrae  
Enquiries  
IMibuzo  
Telefoon  
Telephone  
IFoni  
Faks  
Fax  
IFeksi  
Verwysing  
Reference  
ISalathiso

**Dr Ronald Cornelissen**

**(021) 467-2286**

**(021) 425-7445**

**20020208-0015**



**Wes-Kaap Onderwysdepartement**

**Western Cape Education Department**

**ISebe leMfundo leNtshona Koloni**

Ms Janet Condy  
Faculty of Education  
Cape Technikon  
MOWBRAY  
7700

**RESEARCH PROPOSAL: AN INTERPRETATIVE INVESTIGATION OF PRIMARY TEACHERS' MULTIDIMENSIONAL UNDERSTANDINGS OF TEACHING READING SKILLS IN A CHANGING CONTEXT THROUGH THEIR CLASSROOM PRACTICES IN SOUTH AFRICAN SCHOOLS.**

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Questionnaires are allowed as long as these do not impinge on educators' programmes.
5. The investigation is to be conducted from **12<sup>th</sup> February 2002 to 31<sup>st</sup> October 2002.**
6. Should you wish to extend the period of your survey at the school(s), please contact Dr R. Cornelissen at the contact numbers above quoting the reference number.
7. A photocopy of this letter is submitted to the principal of the school where the intended research is to be conducted.
8. Your research will be limited to the Schools participating in the CLE literacy programme.
9. A brief summary of the content, findings and recommendations is provided to the Director: Education Research

## APPENDIX 8

AN EXAMPLE OF ONE OF THE SEVEN LETTERS SENT  
TO THE EMDC'S INFORMING THEM OF THE  
PERMISSION GRANTED BY THE WCED TO CONDUCT  
RESEARCH IN THEIR SCHOOLS AND GUIDELINES OF  
HOW TO COMPLETE VERSION 8 OF THE CIERTQ



19 February 2002

ATTENTION: JOYCE WEST – EAST EMDC

Dear Joyce

Attached you will see a letter from the WCED giving me permission to complete my research in your schools. When asking the teachers to complete the questionnaire please could you remember the following:

- a) ask them to complete it at the very beginning of the training session
- b) it is vitally important that they fill in their names, school, grade and date. Please make it clear that these questionnaires will only be used by the researcher
- c) allow them 10 minutes of complete silence to complete it (ie. Do not talk to them while they are completing it)
- d) you may read the instructions and over the page are the questions for them to circle their correct response
- e) please ask them to complete all sentences and NOT to leave sentences uncircled

I thank you very much for your assistance with this. I will collect the completed questionnaires from the EMDC's close to me and the Karoo and Overberg please could you post them. I hope there is enough postage on the envelopes.

Enjoy your training sessions they are great fun. Good luck

APPENDIX 9

LETTER TO SCHOOLS ARRANGING TIMES AND  
DATES FOR INTERVIEWS AND CLASSROOM  
OBSERVATIONS



**FACULTY OF EDUCATION**

PO Box 652, Cape Town 8000 Highbury Road, Mowbray, 7700  
Telephone 27 21 680-1501  
Facsimile 27 21 685-6232 / 680-1504



ATTENTION: Mr Mgajo  
Imboniselo Primary School

14 May 2002

Dear Mr Mgajo

As you know I am busy with my doctoral studies and I am basing it on the CLE literacy programme. I am conducting both quantitative and qualitative research – for the quantitative studies I have developed a questionnaire and for the qualitative research I will be doing classroom observations and interviews.

The focus of the research will be looking at “Core indicators of a proficient teacher of reading”. The questionnaire, which was developed from the WCED literacy benchmarks, will give me an indication of what the teachers perceive to be important and hopefully the classroom observations and interviews will ratify their responses.

I would like to ask your permission to do a classroom observation and an interview of two Foundation Phase teachers on your staff who are continuing with CLE and who consider themselves to be “proficient teachers of reading”.

This will entail a visit to each classroom for an hour at a time with a colleague who will video the teacher teaching a CLE literacy lesson. I would like you to know that all information collected will be treated with the strictest confidence, and your names and the schools names will be changed to ensure anonymity in all publications at all times.

If you do have two teachers who would be willing to do this with me, then my first time I am available is on Tuesday 21 May from 9.00 – 10.00 am and 28 May from 11.30 – 12.30pm.

I will be getting permission from the Western Cape Education Department to conduct this research in your school and I will fax it through to you as soon as I receive it from them. They are very excited about our CLE literacy project and willingly promote my research in your schools.

APPENDIX 10

PRE-DETERMINED SET OF INTERVIEW QUESTIONS  
FOR PILOT SCHOOL TEACHERS

## INTERVIEW QUESTIONS

- Were you a more skills based teacher e.g. teaching of phonics?
  - Did you listen to all your learners read every day?
  - What reading books did they use?
  - Besides phonics and listening to learners read every day what other reading skills did you focus your learners on?
  - Did you teach reading for meaning?
  - How much of your time did you spend reading stories to your learners?
1. Now that you have been trained in a new approach to teaching reading– what for you have been the greatest changes in the way you teach reading to your class now?
- How do you teach reading now?
  - Do you still listen to your learners read everyday?
  - What books do they read?
  - Do you still teach phonics?
  - Is there a place for teaching phonics?
  - What other skills do you teach your learners that assist them to read a variety of texts?
2. Lets now focus on the change that happened in you with regards your approaches to teaching reading?
- How long did it take you to change your way of teaching reading?
  - How comfortable was it to make these changes?
3. How do you think CLE has benefited the learners in your class?
- Are the learners reading differently?
  - What different skills are they using now that they didn't use before?
  -

### **Now lets look at the questionnaire:**

4. This questionnaire consists of 7 sections:
- ME – Reading for meaning
  - CO – Reading to communicate
  - LE – Reading to learn
  - CT – Reading to become a critical thinker
  - SO – Reading to be sociable
  - PL – Reading for pleasure
  - SK – Reading to develop skills

Would you agree that these 7 subsections are core indicators of a proficient teacher of reading?

- Are these appropriate headings?
- Should one stick with the RNCS (2000b) Home Language policy document's subheadings of reading, writing, spelling, phonics and oral?
- If you had a choice what subheadings would you use?
- Which subheadings would you keep and which ones would you discard and why?

**Lets look more closely at some of the items in the questionnaire.**

5. In the Reading for Meaning section, do you think that Q3 and Q4 are genuine, authentic reading for meaning?
6. Read Q7, in your view, does this item test reading for meaning more than reading for communication or visa versa or half-half?
7. Read Q12 – in your view is this a good indicator of skilful communication by a reading teacher?
8. Q13 and 14 in the Reading for Learning section, are they indicative of a proficient teacher of reading for learning?
9. Q22, in your view would it be more appropriate in Reading for Learning or in Reading to be sociable or in Critical Thinking, where will you put it?
10. Q26, do you think it belongs in the social reading category or the skills development category?
11. Q30 looking at 2 skills – social and skills – do you think it belongs more with the reading to be social section or the skills section?
12. What would you say about the questions in section 7 – are they all appropriate for a proficient teacher of reading to do with a class? Would you like to add any here or reword any that we have here?
13. Would you like to say anything else about this questionnaire?

MAIN QUESTION	BODY MOVEMENTS	REASON FOR THE QUESTION	POSSIBLE PROBING QUESTIONS
<p>1. Before you were trained in the CLE methodology, what was your own particular methodology of teaching reading in your class?</p>		<p>To find out what literacy background they experienced.</p>	<ul style="list-style-type: none"> <li>- Typically what did you do in a reading lesson most days?</li> <li>- Did you use a particular reading methodology?</li> <li>- Was there a sequence of events in your methodology or did you do your own thing?</li> <li>- Did you listen to all your learners read every day?</li> <li>- Did you teach phonics?</li> <li>- What reading books did they use?</li> <li>- What other reading related issues/skills did you teach?</li> <li>- Did you teach reading for meaning?</li> <li>- How much of your time did you spend reading stories to your learners?</li> </ul>
<p>2. Now that you have been retrained in a new approach to teaching reading (CLE) how do you teach reading now to your learners?</p>		<p>To see if they have experienced a paradigm shift in their methodology of teaching reading.</p>	<ul style="list-style-type: none"> <li>- What have been the greatest changes in the way you teach reading?</li> <li>- How do you find using a sequenced approach to the teaching of reading?</li> <li>- Do you still listen to your learners read everyday?</li> <li>- What books do they read?</li> <li>- Do you still teach phonics?</li> <li>- Is there a place for teaching phonics?</li> <li>- What other skills do you teach your learners that assist them to read a</li> </ul>

			variety of texts?
3. How do you think using CLE has benefited the learners in your class?		Because a methodology is only as good as the teacher is	<ul style="list-style-type: none"> <li>- Are the learners reading differently?</li> <li>- What are they doing differently since the teaching of a new methodology?</li> </ul>
<p>Now lets look at the questionnaire inventory:</p> <p>4. This questionnaire consists of 7 components:          ME – Reading for Meaning          CO – Reading to Communicate          LE – Reading to Learn          CT – Reading to become a Critical Thinker          SO – Reading to be Sociable          PL – Reading for Pleasure          SK – Reading to develop Skills</p> <p>Do you feel that these 7 components are core indicators of a proficient teacher of reading?</p>		To understand what components are of importance to the teachers on the ground level.	<ul style="list-style-type: none"> <li>- Are these appropriate headings</li> <li>- Should one stick with the RNCS (2000b) Home Language policy document’s components of listening, speaking, reading and viewing, writing and thinking and reasoning?</li> <li>- If you had a choice which components would you use and why?</li> <li>- Which components would you keep and which ones would you discard and why?</li> </ul>
<p>Lets look m ore closely as some of the items within the questionnaire.</p> <p>5. In the Reading for Meaning component, do you think</p>		The post questionnaire has given these 2 items exact weighting	

item 3 and 4 are genuine, authentic Reading for Meaning?			
6. In your view, does item 7 measure reading for meaning more than reading for communication or visa versa or half-half?		From the post test factor analysis, it appears to be clustered in the Reading for Meaning section.	
7. Read item 12, in your view, is this a strong indicator of communication by a reading teacher.		In the post test factor analysis the results were very not clustered and were weak.	
8. Read item 13 and 14 in the Reading for Learning section, are they indicative of a proficient teacher of reading for learning?		In the post test factor analysis they are not clustered with the group, but do have high value.	
9. In your view, would item 22 be more appropriate in Reading for Learning or in Reading to be sociable or in Critical Thinking.		This does form part of a cluster, but it also has value in another cluster.	Where would you put item 22, in which component?
10. In your view, would item 26 belong in the Social Reading component or in the Skills Development component?		It does not form part of a cluster, which cluster would be better suited for it	Where would you put item 26
11. Item 30 looks at two skills – social and skills – do you think it belongs more with the Reading to be Social section or the Skills		This is an ambiguous question and needs to be simplified. Perhaps I should look at only one skill	Which of the two skills is more important – social attitudes or skills? Into which component would it be more appropriate?

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Development?			
12. What would you say about all the items in the last component – are they all appropriate for a proficient teacher of reading to do with a class? Would you like to add any other questions here or reword any that we have here?		In both the pre and post questionnaire these items were clustered in a neat group. It indicates to me that they should stay together, but interesting to see what teachers working in the class feel.	
13. Would you like to say anything else about this questionnaire?		To finish off with an open ended question allows them to respond from their experiences.	Do you enjoy teaching CLE? What is it about teaching CLE that you enjoy using? What other methodologies do you use in your class?



## APPENDIX 11

PRE-DETERMINED SET OF INTERVIEW QUESTIONS  
FOR THE THREE LITERACY EXPERTS (EDUCATION  
OFFICIALS AS WELL AS ONE LECTURER)

Questions asked of the literacy experts:

- 1) My first question is: where does this statement stand in your priorities as a professional teacher of reading in this sentence here, item 6, deals with the core of language knowledge, sound, words and grammar in text. For you as teachers, expert teachers, do you think that that is right?
- 2) What are your impressions of the items?
- 3) Would you like to rename these topics and these sections?
- 4) Do you think these, I think they are 7 sort of headings reflect the whole revised national curriculum statement?
- 5) From your own personal expert opinion in the field of literacy, what is your interpretation of the results in the following test?
- 6) Look at the means from version 9 which is this one and discuss the significance of the items with a high [turn over tape] they like those questions, the pink are the low, meaning they don't really like that. Do you agree or disagree with the items with high and low means, should any of these items be left out, modified or amended or expanded and if so, why do you say so?
- 7) Is there anything else you would like to say?

APPENDIX 12

OUTCOMES-BASED EDUCATION (OBE) CRITICAL  
OUTCOMES AS DESCRIBED IN THE RNCS (2000b:1)

HOME LANGUAGE POLICY DOCUMENT

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The RNCS (2002b:1) Home Language document reports that the critical outcomes envisage learners who are able to:

- CO 1: Identify and solve problems and make decisions using critical and creative thinking;
- CO 2: Work effectively with others as members of a team, group, organization and community;
- CO 3: Organize and manage themselves and their activities responsibly and effectively;
- CO 4: Collect, analyse, organize and critically evaluate information;
- CO 5: Communicate effectively using visual, symbolic and/or language skills in various modes;
- CO6: Use science and technology effectively and critically, showing responsibility towards the environment and the health of others; and
- CO7: Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation.

The developmental outcomes envisage learners who are also able to:

- DO 1: Reflect on and explore a variety of strategies to learn more effectively;
- DO 2: Participate as responsible citizens in the life of local, national, and global communities;
- DO 3: Be culturally and aesthetically sensitive across a range of social contexts;
- DO 4: Explore education and career opportunities; and
- DO 5: Develop entrepreneurial opportunities.

APPENDIX 13

RESULTS OF THE VARIMAX NORMALISED FACTOR  
ANALYSIS OF THE 533 TEACHERS OF READING TO  
VERSION 8 OF THE CIERTQ COMPRISING 42  
UNREFINED ITEMS

Results of the varimax normalized factor analysis of the 533 teachers of reading to version 8 of the CIERTQ comprising 42 unrefined items.

Item no.	Variable	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
		1	m1	0.05	0.39	0.40	0.34	0.09	0.10
2	m2	0.11	0.09	0.71	0.21	0.14	0.10	0.00	0.06
3	m3	0.02	0.09	0.28	0.68	0.01	0.07	0.08	0.04
4	m4	0.08	0.24	0.07	0.68	0.15	0.11	0.05	0.06
5	m5	0.18	0.14	0.64	0.21	0.12	0.01	0.24	0.12
6	m6	0.05	0.30	0.61	0.07	0.14	0.18	0.18	0.10
7	C1	0.07	0.15	0.66	0.05	0.13	0.21	0.16	0.06
8	C2	0.19	0.59	0.28	0.19	0.10	0.06	0.12	0.08
9	C3	0.11	0.81	0.07	0.11	0.13	0.13	0.07	0.10
10	C4	0.14	0.70	0.27	0.09	0.08	0.16	0.20	0.10
11	C5	0.25	0.55	0.18	0.18	0.00	0.12	0.23	0.20
12	c6	0.25	0.50	0.23	0.24	0.05	0.26	0.22	0.08
13	L1	0.23	0.35	0.22	0.05	0.08	0.17	0.04	0.70
14	L2	0.13	0.16	0.40	0.25	0.12	0.30	0.23	0.51
15	L3	0.18	0.42	0.12	0.26	0.07	0.25	0.33	0.11
16	L4	0.25	0.08	0.28	0.39	0.13	0.09	0.31	0.37
17	L5	0.41	0.14	0.28	0.31	0.02	0.24	0.45	0.05
18	L6	0.35	0.18	0.28	0.32	0.11	0.11	0.44	0.10
19	ct1	0.42	0.10	0.17	0.27	0.31	0.07	0.17	0.27
20	ct2	0.37	0.35	0.06	0.21	0.19	0.01	0.44	0.05
21	ct3	0.20	0.44	0.01	0.05	0.24	0.05	0.58	0.06
22	ct4	0.19	0.30	0.14	0.00	0.19	0.14	0.67	0.04
23	ct5	0.21	0.12	0.36	0.06	0.13	0.26	0.61	0.16
24	ct6	0.07	0.01	0.25	0.04	0.37	0.28	0.53	0.21
25	s1	0.27	0.48	0.05	0.31	0.10	0.26	0.13	0.23
26	s2	0.17	0.19	0.39	0.09	0.37	0.50	0.18	0.04
27	s3	0.39	0.19	0.18	0.03	0.07	0.65	0.12	0.03
28	s4	0.18	0.12	0.29	0.15	0.13	0.67	0.21	0.18
29	s5	0.32	0.21	0.29	0.05	0.11	0.59	0.19	0.06
30	s6	0.17	0.26	0.05	0.13	0.32	0.58	0.05	0.10
31	p1	0.14	0.09	0.01	0.29	0.59	0.30	0.06	0.10
32	p2	0.11	0.00	0.45	0.05	0.65	0.18	0.19	0.12
33	p3	0.27	0.02	0.32	0.06	0.67	0.02	0.19	0.06
34	p4	0.57	0.33	0.05	0.03	0.28	0.11	0.20	0.15
35	p5	0.37	0.22	0.06	0.02	0.60	0.15	0.16	0.04
36	p6	0.57	0.27	0.04	0.05	0.44	0.10	0.04	0.08
37	sk1	0.45	0.20	0.22	0.09	0.77	0.19	0.20	0.08
38	sk2	0.60	0.14	0.03	0.26	0.08	0.26	0.11	0.01
39	sk3	0.70	0.12	0.19	0.11	0.16	0.19	0.09	0.07
40	sk4	0.69	0.05	0.03	0.23	0.12	0.26	0.17	0.04
41	sk5	0.59	0.16	0.32	0.10	0.23	0.14	0.13	0.11
42	sk6	0.61	0.15	0.16	0.13	0.19	0.11	0.10	0.07

Only factor loadings >.50 are highlighted

APPENDIX 14  
STABILITY IN THE MEAN SCORES

Stability in the mean scores for each item of the CIERTQ version 8 over a period of six months when administered and re-administered to an intact participant group of 173 teachers of reading.

<b>Item No.</b>	<b>Pre-test mean score</b> (maximum possible score 4.0)	<b>Re-test mean score</b> (maximum possible score 4.0)	<b>Matched t-tests</b>	<b>Significance?</b>
1	2.44	2.62	0.07	ns
2	2.04	2.15	0.16	ns
3	2.81	2.74	0.64	ns
4	3.30	3.17	1.15	ns
5	2.59	2.67	0.68	ns
6	2.67	2.75	0.59	ns
7	2.27	2.11	1.04	s
8	3.15	3.20	0.48	ns
9	3.34	3.36	0.83	ns
10	3.02	3.01	0.89	ns
11	3.22	3.06	1.06	ns
12	3.30	3.21	1.23	ns
13	3.01	3.12	1.36	ns
14	2.68	2.80	1.15	ns
15	2.94	3.07	1.19	ns
16	2.89	2.91	0.94	ns
17	2.95	2.99	0.38	ns
18	2.83	2.90	0.61	ns
19	2.89	2.87	0.75	ns
20	3.06	3.02	0.48	ns
21	3.18	3.11	0.29	ns
22	2.86	2.88	1.00	ns
23	2.51	2.60	0.88	ns
24	2.29	2.28	0.75	ns
25	3.37	3.48	0.15	ns
26	2.55	2.67	1.23	ns
27	2.83	2.88	0.77	ns
28	2.69	2.59	0.26	ns
29	2.78	2.63	1.29	ns
30	3.11	3.06	0.80	ns
31	3.02	3.05	0.78	ns
32	1.98	2.02	0.46	ns
33	2.35	2.28	0.52	ns
34	3.27	3.18	1.33	ns
35	2.65	2.62	0.95	ns
36	3.11	3.09	0.74	ns
37	3.39	3.44	0.52	ns
38	3.03	3.04	0.70	ns
39	3.21	3.21	1.00	ns
40	2.85	2.74	0.24	ns
41	3.03	3.01	0.59	ns
42	3.05	3.00	0.63	ns



APPENDIX 15  
FULL TABLE OF CORRELATIONS

## Correlations (Sheet 1 in Janet 144 stat)

Italicized correlations are significantly different from zero at  $p > .05$ 

N=139 (Casewise deletion of missing data)

Variable	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
Q1	1.00	0.15	0.19	0.09	0.26	0.24	0.14	0.12	0.08	-0.00	0.13	0.17	-0.09	0.10	0.11
Q2	0.15	1.00	0.27	0.21	0.24	0.26	0.19	0.37	0.15	0.17	0.15	0.08	0.15	0.20	0.21
Q3	0.19	0.27	1.00	0.36	0.42	0.14	0.21	0.30	0.38	0.19	0.21	0.21	0.09	0.20	0.13
Q4	0.09	0.21	0.36	1.00	0.13	0.13	0.17	0.31	0.14	0.18	0.18	0.30	0.27	0.15	0.28
Q5	0.26	0.24	0.42	0.13	1.00	0.46	0.46	0.41	0.34	0.25	0.32	0.20	0.08	0.31	0.20
Q6	0.24	0.26	0.14	0.13	0.46	1.00	0.54	0.39	0.23	0.17	0.29	0.23	0.18	0.30	0.18
Q7	0.14	0.19	0.21	0.17	0.46	0.54	1.00	0.55	0.30	0.20	0.41	0.24	0.27	0.35	0.33
Q8	0.12	0.37	0.30	0.31	0.41	0.39	0.55	1.00	0.25	0.17	0.39	0.42	0.23	0.38	0.40
Q9	0.08	0.15	0.38	0.14	0.34	0.23	0.30	0.25	1.00	0.42	0.32	0.23	0.12	0.27	0.22
Q10	-0.00	0.17	0.19	0.18	0.25	0.17	0.20	0.17	0.42	1.00	0.17	0.31	0.15	0.26	0.14
Q11	0.13	0.15	0.21	0.18	0.32	0.29	0.41	0.39	0.32	0.17	1.00	0.28	0.33	0.30	0.32
Q12	0.17	0.08	0.21	0.30	0.20	0.23	0.24	0.42	0.23	0.31	0.28	1.00	0.25	0.20	0.42
Q13	-0.09	0.15	0.09	0.27	0.08	0.18	0.27	0.23	0.12	0.15	0.33	0.25	1.00	0.43	0.44
Q14	0.10	0.20	0.20	0.15	0.31	0.30	0.36	0.38	0.27	0.28	0.30	0.20	0.43	1.00	0.44
Q15	0.11	0.21	0.13	0.28	0.20	0.18	0.33	0.40	0.22	0.14	0.32	0.42	0.44	0.44	1.00
Q16	0.12	0.29	0.19	0.30	0.30	0.24	0.36	0.46	0.32	0.12	0.29	0.53	0.38	0.33	0.59
Q17	0.18	0.18	0.14	0.18	0.26	0.26	0.21	0.19	0.26	0.11	0.23	0.26	0.35	0.30	0.29
Q18	0.10	0.17	0.19	0.18	0.13	0.15	0.14	0.28	0.25	0.20	0.27	0.38	0.20	0.27	0.35
Q19	0.08	0.17	0.09	0.39	0.09	0.11	0.29	0.33	0.21	0.11	0.35	0.26	0.36	0.39	0.49
Q20	0.03	0.17	0.11	0.38	0.10	0.17	0.35	0.30	0.19	0.13	0.45	0.22	0.39	0.25	0.28
Q21	0.05	0.18	0.23	0.28	0.28	0.28	0.33	0.33	0.41	0.27	0.32	0.34	0.31	0.24	0.44
Q22	0.11	0.22	0.15	0.19	0.21	0.31	0.30	0.29	0.38	0.25	0.26	0.28	0.28	0.34	0.32
Q23	0.18	0.09	0.24	0.32	-0.05	0.03	0.07	0.11	0.08	0.05	0.24	0.18	0.25	0.04	0.16
Q24	0.01	0.08	0.28	0.24	0.24	0.15	0.28	0.38	0.24	0.13	0.34	0.22	0.37	0.26	0.26
Q25	0.17	0.22	0.32	0.14	0.17	0.21	0.27	0.29	0.39	0.30	0.34	0.35	0.29	0.29	0.31
Q26	0.18	0.18	0.18	0.28	0.13	0.13	0.23	0.28	0.29	0.33	0.32	0.27	0.19	0.18	0.35
Q27	0.02	0.18	0.12	0.34	0.13	0.21	0.32	0.34	0.34	0.20	0.34	0.22	0.33	0.28	0.34
Q28	0.13	0.19	0.27	0.25	0.32	0.32	0.30	0.33	0.37	0.20	0.30	0.20	0.33	0.38	0.35
Q29	0.22	0.11	0.18	0.07	0.08	0.11	0.21	0.17	0.27	0.33	0.17	0.28	0.24	0.13	0.15
Q30	0.17	0.32	0.11	0.13	0.14	0.18	0.31	0.41	0.33	0.23	0.28	0.22	0.38	0.40	0.42
Q31	0.18	0.11	0.07	0.13	0.07	0.14	0.15	0.20	0.19	0.05	0.20	0.24	0.13	0.28	0.28
Q32	-0.02	0.18	0.06	0.28	0.05	0.10	0.13	0.15	0.25	0.23	0.15	0.30	0.28	0.09	0.25
Q33	0.11	0.21	0.05	0.22	0.18	0.19	0.20	0.28	0.37	0.38	0.17	0.32	0.22	0.06	0.20
Q34	0.11	0.08	0.11	0.18	0.05	0.11	0.18	0.24	0.48	0.38	0.17	0.34	0.15	0.12	0.13
Q35	-0.07	0.04	0.11	0.29	0.15	0.18	0.25	0.14	0.15	0.20	0.23	0.13	0.38	0.19	0.23
Q36	0.14	0.13	0.11	0.27	0.26	0.23	0.23	0.27	0.31	0.28	0.28	0.36	0.35	0.27	0.39
Q37	0.14	0.24	0.03	0.18	0.08	0.29	0.22	0.29	0.39	0.29	0.15	0.27	0.26	0.21	0.25
Q38	0.14	0.20	0.26	0.29	0.12	0.22	0.25	0.28	0.38	0.30	0.13	0.45	0.30	0.24	0.35
Q39	0.08	0.15	0.10	0.25	0.19	0.26	0.20	0.22	0.49	0.34	0.32	0.30	0.32	0.23	0.32
Q40	0.01	0.15	0.21	0.23	0.14	0.23	0.26	0.30	0.40	0.44	0.28	0.33	0.18	0.22	0.28
Q41	0.12	0.21	0.25	0.30	0.24	0.35	0.38	0.32	0.50	0.33	0.31	0.28	0.17	0.36	0.26

Correlations (Sheet 1 in Janet 144 stat)

Italicized correlations are significantly different from zero at  $p > .05$

N=139 (Casewise deletion of missing data)

Variable	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31
Q1	0.12	<i>0.18</i>	0.10	0.08	0.03	0.05	0.11	0.18	0.01	<i>0.17</i>	<i>0.18</i>	0.02	0.13	<i>0.22</i>	<i>0.17</i>	<i>0.18</i>
Q2	<i>0.29</i>	<i>0.18</i>	<i>0.17</i>	<i>0.17</i>	<i>0.17</i>	<i>0.18</i>	<i>0.22</i>	0.09	0.08	<i>0.22</i>	<i>0.18</i>	<i>0.18</i>	<i>0.19</i>	0.11	<i>0.32</i>	<i>0.11</i>
Q3	<i>0.19</i>	0.14	<i>0.19</i>	0.09	0.11	<i>0.23</i>	0.15	<i>0.24</i>	<i>0.28</i>	<i>0.32</i>	<i>0.18</i>	0.12	<i>0.27</i>	<i>0.18</i>	0.11	0.07
Q4	<i>0.30</i>	<i>0.18</i>	<i>0.18</i>	<i>0.39</i>	<i>0.38</i>	<i>0.28</i>	<i>0.19</i>	<i>0.32</i>	<i>0.24</i>	0.14	<i>0.28</i>	<i>0.34</i>	<i>0.25</i>	0.07	0.13	0.13
Q5	<i>0.30</i>	<i>0.28</i>	0.13	0.09	0.10	<i>0.28</i>	<i>0.21</i>	-0.05	<i>0.24</i>	0.17	0.13	0.13	<i>0.32</i>	0.08	0.14	0.07
Q6	<i>0.24</i>	<i>0.25</i>	0.15	0.11	0.17	<i>0.28</i>	<i>0.31</i>	0.03	0.15	<i>0.21</i>	0.13	<i>0.21</i>	<i>0.32</i>	0.11	0.16	0.14
Q7	<i>0.38</i>	<i>0.21</i>	0.14	<i>0.29</i>	<i>0.35</i>	<i>0.33</i>	<i>0.30</i>	0.07	<i>0.28</i>	<i>0.27</i>	<i>0.23</i>	<i>0.32</i>	<i>0.30</i>	<i>0.21</i>	<i>0.31</i>	0.15
Q8	<i>0.48</i>	<i>0.18</i>	<i>0.28</i>	<i>0.33</i>	<i>0.30</i>	<i>0.33</i>	<i>0.29</i>	0.11	<i>0.38</i>	<i>0.29</i>	<i>0.28</i>	<i>0.34</i>	<i>0.33</i>	<i>0.17</i>	<i>0.41</i>	<i>0.20</i>
Q9	<i>0.32</i>	<i>0.28</i>	<i>0.25</i>	<i>0.21</i>	<i>0.19</i>	<i>0.41</i>	<i>0.38</i>	0.08	<i>0.24</i>	<i>0.39</i>	<i>0.29</i>	<i>0.34</i>	<i>0.37</i>	<i>0.27</i>	<i>0.33</i>	<i>0.19</i>
Q10	0.12	0.11	<i>0.20</i>	0.11	0.13	<i>0.27</i>	<i>0.25</i>	0.05	0.13	<i>0.30</i>	<i>0.33</i>	<i>0.20</i>	<i>0.20</i>	<i>0.33</i>	<i>0.23</i>	0.05
Q11	<i>0.29</i>	<i>0.23</i>	<i>0.27</i>	<i>0.35</i>	<i>0.45</i>	<i>0.32</i>	<i>0.26</i>	<i>0.24</i>	<i>0.34</i>	<i>0.34</i>	<i>0.32</i>	<i>0.34</i>	<i>0.30</i>	<i>0.17</i>	<i>0.28</i>	<i>0.20</i>
Q12	<i>0.53</i>	<i>0.28</i>	<i>0.38</i>	<i>0.28</i>	<i>0.22</i>	<i>0.34</i>	<i>0.28</i>	0.16	<i>0.22</i>	<i>0.35</i>	<i>0.27</i>	<i>0.22</i>	<i>0.20</i>	<i>0.28</i>	<i>0.22</i>	<i>0.24</i>
Q13	<i>0.38</i>	<i>0.35</i>	<i>0.20</i>	<i>0.38</i>	<i>0.39</i>	<i>0.31</i>	<i>0.28</i>	<i>0.25</i>	<i>0.37</i>	<i>0.29</i>	<i>0.19</i>	<i>0.33</i>	<i>0.33</i>	<i>0.24</i>	<i>0.38</i>	0.13
Q14	<i>0.33</i>	<i>0.30</i>	<i>0.27</i>	<i>0.39</i>	<i>0.25</i>	<i>0.24</i>	<i>0.34</i>	0.04	<i>0.28</i>	<i>0.29</i>	<i>0.18</i>	<i>0.28</i>	<i>0.38</i>	0.13	<i>0.40</i>	<i>0.28</i>
Q15	<i>0.59</i>	<i>0.29</i>	<i>0.35</i>	<i>0.48</i>	<i>0.28</i>	<i>0.44</i>	<i>0.32</i>	0.16	<i>0.28</i>	<i>0.31</i>	<i>0.35</i>	<i>0.34</i>	<i>0.35</i>	0.15	<i>0.42</i>	<i>0.28</i>
Q16	1.00	<i>0.42</i>	<i>0.33</i>	<i>0.38</i>	<i>0.32</i>	<i>0.48</i>	<i>0.41</i>	0.15	<i>0.33</i>	<i>0.29</i>	<i>0.34</i>	<i>0.27</i>	<i>0.34</i>	<i>0.24</i>	<i>0.45</i>	<i>0.33</i>
Q17	<i>0.42</i>	1.00	<i>0.34</i>	<i>0.31</i>	<i>0.30</i>	<i>0.49</i>	<i>0.44</i>	0.02	<i>0.35</i>	<i>0.24</i>	<i>0.29</i>	<i>0.28</i>	<i>0.43</i>	<i>0.19</i>	<i>0.34</i>	<i>0.31</i>
Q18	<i>0.33</i>	<i>0.34</i>	1.00	<i>0.30</i>	<i>0.29</i>	<i>0.34</i>	<i>0.34</i>	0.11	<i>0.20</i>	<i>0.28</i>	<i>0.19</i>	<i>0.29</i>	<i>0.34</i>	<i>0.12</i>	<i>0.28</i>	<i>0.18</i>
Q19	<i>0.38</i>	<i>0.31</i>	<i>0.30</i>	1.00	<i>0.51</i>	<i>0.35</i>	<i>0.21</i>	<i>0.23</i>	<i>0.24</i>	0.15	<i>0.28</i>	<i>0.45</i>	<i>0.29</i>	0.09	<i>0.45</i>	<i>0.30</i>
Q20	<i>0.32</i>	<i>0.30</i>	<i>0.29</i>	<i>0.51</i>	1.00	<i>0.34</i>	<i>0.23</i>	<i>0.48</i>	<i>0.39</i>	<i>0.19</i>	<i>0.18</i>	<i>0.51</i>	<i>0.19</i>	0.15	<i>0.28</i>	0.15
Q21	<i>0.48</i>	<i>0.49</i>	<i>0.34</i>	<i>0.35</i>	<i>0.34</i>	1.00	<i>0.58</i>	<i>0.18</i>	<i>0.40</i>	<i>0.38</i>	<i>0.38</i>	<i>0.45</i>	<i>0.44</i>	<i>0.25</i>	<i>0.38</i>	<i>0.33</i>
Q22	<i>0.41</i>	<i>0.44</i>	<i>0.34</i>	<i>0.21</i>	<i>0.23</i>	<i>0.58</i>	1.00	0.10	<i>0.35</i>	<i>0.26</i>	<i>0.30</i>	<i>0.30</i>	<i>0.51</i>	<i>0.21</i>	<i>0.32</i>	<i>0.33</i>
Q23	0.15	0.02	0.11	<i>0.23</i>	<i>0.48</i>	<i>0.18</i>	0.10	1.00	<i>0.33</i>	<i>0.29</i>	<i>0.17</i>	<i>0.28</i>	0.02	<i>0.29</i>	0.14	0.09
Q24	<i>0.33</i>	<i>0.35</i>	<i>0.20</i>	<i>0.24</i>	<i>0.39</i>	<i>0.40</i>	<i>0.35</i>	<i>0.33</i>	1.00	<i>0.32</i>	<i>0.33</i>	<i>0.32</i>	<i>0.33</i>	<i>0.29</i>	<i>0.31</i>	<i>0.17</i>
Q25	<i>0.29</i>	<i>0.24</i>	<i>0.28</i>	0.15	0.19	<i>0.38</i>	<i>0.28</i>	<i>0.29</i>	<i>0.32</i>	1.00	<i>0.30</i>	<i>0.27</i>	<i>0.32</i>	<i>0.38</i>	<i>0.39</i>	0.16
Q26	<i>0.34</i>	<i>0.29</i>	<i>0.19</i>	<i>0.28</i>	0.18	<i>0.38</i>	<i>0.30</i>	0.17	<i>0.33</i>	<i>0.30</i>	1.00	<i>0.38</i>	<i>0.39</i>	<i>0.32</i>	<i>0.28</i>	<i>0.20</i>
Q27	<i>0.27</i>	<i>0.28</i>	<i>0.29</i>	<i>0.45</i>	<i>0.51</i>	<i>0.45</i>	<i>0.30</i>	<i>0.28</i>	<i>0.32</i>	<i>0.27</i>	<i>0.38</i>	1.00	<i>0.47</i>	<i>0.29</i>	<i>0.48</i>	<i>0.33</i>
Q28	<i>0.34</i>	<i>0.43</i>	<i>0.34</i>	<i>0.29</i>	<i>0.19</i>	<i>0.44</i>	<i>0.51</i>	0.02	<i>0.33</i>	<i>0.32</i>	<i>0.39</i>	<i>0.47</i>	1.00	<i>0.30</i>	<i>0.41</i>	<i>0.29</i>
Q29	<i>0.24</i>	<i>0.19</i>	0.12	0.09	0.15	<i>0.25</i>	<i>0.21</i>	<i>0.29</i>	<i>0.29</i>	<i>0.38</i>	<i>0.32</i>	<i>0.29</i>	<i>0.30</i>	1.00	<i>0.33</i>	0.10
Q30	<i>0.45</i>	<i>0.34</i>	<i>0.28</i>	<i>0.45</i>	<i>0.28</i>	<i>0.38</i>	<i>0.32</i>	0.14	<i>0.31</i>	<i>0.39</i>	<i>0.28</i>	<i>0.48</i>	<i>0.41</i>	<i>0.33</i>	1.00	<i>0.37</i>
Q31	<i>0.33</i>	<i>0.31</i>	<i>0.18</i>	<i>0.30</i>	0.15	<i>0.33</i>	<i>0.33</i>	0.09	<i>0.17</i>	0.18	<i>0.20</i>	<i>0.33</i>	<i>0.29</i>	0.10	<i>0.37</i>	1.00
Q32	<i>0.43</i>	<i>0.30</i>	<i>0.20</i>	<i>0.22</i>	0.15	<i>0.43</i>	<i>0.25</i>	0.13	0.16	<i>0.19</i>	<i>0.39</i>	<i>0.39</i>	<i>0.28</i>	<i>0.33</i>	<i>0.33</i>	<i>0.49</i>
Q33	<i>0.28</i>	<i>0.31</i>	0.17	<i>0.18</i>	0.12	<i>0.48</i>	<i>0.31</i>	0.07	<i>0.27</i>	<i>0.21</i>	<i>0.44</i>	<i>0.44</i>	<i>0.30</i>	<i>0.37</i>	<i>0.38</i>	<i>0.39</i>
Q34	<i>0.25</i>	<i>0.22</i>	<i>0.31</i>	<i>0.21</i>	<i>0.22</i>	<i>0.39</i>	<i>0.38</i>	0.18	<i>0.28</i>	<i>0.31</i>	<i>0.35</i>	<i>0.48</i>	<i>0.35</i>	<i>0.29</i>	<i>0.32</i>	<i>0.37</i>
Q35	0.17	0.17	0.09	<i>0.42</i>	<i>0.51</i>	<i>0.28</i>	0.14	<i>0.27</i>	<i>0.24</i>	0.15	<i>0.18</i>	<i>0.39</i>	<i>0.23</i>	0.09	0.13	0.01
Q36	<i>0.48</i>	<i>0.47</i>	<i>0.23</i>	<i>0.30</i>	<i>0.20</i>	<i>0.54</i>	<i>0.43</i>	0.08	<i>0.28</i>	<i>0.31</i>	<i>0.39</i>	<i>0.27</i>	<i>0.51</i>	<i>0.28</i>	<i>0.43</i>	<i>0.30</i>
Q37	<i>0.33</i>	<i>0.28</i>	<i>0.28</i>	<i>0.29</i>	<i>0.27</i>	<i>0.40</i>	<i>0.32</i>	<i>0.21</i>	<i>0.28</i>	<i>0.30</i>	<i>0.35</i>	<i>0.43</i>	<i>0.38</i>	<i>0.52</i>	<i>0.39</i>	<i>0.25</i>
Q38	<i>0.42</i>	<i>0.31</i>	<i>0.30</i>	<i>0.31</i>	<i>0.25</i>	<i>0.44</i>	<i>0.27</i>	<i>0.28</i>	<i>0.29</i>	<i>0.35</i>	<i>0.34</i>	<i>0.40</i>	<i>0.39</i>	<i>0.45</i>	<i>0.39</i>	<i>0.33</i>
Q39	<i>0.41</i>	<i>0.47</i>	<i>0.23</i>	<i>0.30</i>	<i>0.35</i>	<i>0.53</i>	<i>0.41</i>	<i>0.17</i>	<i>0.35</i>	<i>0.39</i>	<i>0.27</i>	<i>0.38</i>	<i>0.38</i>	<i>0.31</i>	<i>0.48</i>	<i>0.25</i>
Q40	<i>0.33</i>	<i>0.20</i>	<i>0.25</i>	<i>0.34</i>	<i>0.20</i>	<i>0.38</i>	<i>0.20</i>	0.13	<i>0.22</i>	<i>0.42</i>	<i>0.38</i>	<i>0.34</i>	<i>0.41</i>	<i>0.40</i>	<i>0.29</i>	<i>0.30</i>
Q41	<i>0.39</i>	<i>0.21</i>	<i>0.27</i>	<i>0.37</i>	<i>0.25</i>	<i>0.42</i>	<i>0.33</i>	0.05	<i>0.27</i>	<i>0.28</i>	<i>0.33</i>	<i>0.39</i>	<i>0.48</i>	<i>0.38</i>	<i>0.38</i>	<i>0.28</i>

Correlations (Sheet 1 in Janet 144 stat)

Italicized correlations are significantly different from zero at  $p > .05$

N=139 (Casewise deletion of missing data)

Variable	Q32	Q33	Q34	Q35	Q36	Q37	Q38	Q39	Q40	Q41
Q1	-0.02	0.11	0.11	-0.07	0.14	0.14	0.14	0.08	0.01	0.12
Q2	<i>0.18</i>	<i>0.21</i>	<i>0.08</i>	<i>0.04</i>	<i>0.13</i>	<i>0.24</i>	<i>0.20</i>	<i>0.15</i>	<i>0.16</i>	<i>0.21</i>
Q3	<i>0.06</i>	<i>0.05</i>	<i>0.11</i>	<i>0.11</i>	<i>0.11</i>	<i>0.03</i>	<i>0.28</i>	<i>0.10</i>	<i>0.21</i>	<i>0.25</i>
Q4	<i>0.28</i>	<i>0.22</i>	<i>0.18</i>	<i>0.29</i>	<i>0.27</i>	<i>0.16</i>	<i>0.29</i>	<i>0.25</i>	<i>0.23</i>	<i>0.30</i>
Q5	<i>0.05</i>	<i>0.18</i>	<i>0.05</i>	<i>0.15</i>	<i>0.26</i>	<i>0.08</i>	<i>0.12</i>	<i>0.19</i>	<i>0.14</i>	<i>0.24</i>
Q6	<i>0.10</i>	<i>0.19</i>	<i>0.11</i>	<i>0.18</i>	<i>0.23</i>	<i>0.29</i>	<i>0.22</i>	<i>0.26</i>	<i>0.23</i>	<i>0.35</i>
Q7	<i>0.13</i>	<i>0.20</i>	<i>0.16</i>	<i>0.25</i>	<i>0.23</i>	<i>0.22</i>	<i>0.25</i>	<i>0.20</i>	<i>0.28</i>	<i>0.38</i>
Q8	<i>0.15</i>	<i>0.28</i>	<i>0.24</i>	<i>0.14</i>	<i>0.27</i>	<i>0.29</i>	<i>0.28</i>	<i>0.22</i>	<i>0.30</i>	<i>0.32</i>
Q9	<i>0.25</i>	<i>0.37</i>	<i>0.48</i>	<i>0.15</i>	<i>0.31</i>	<i>0.39</i>	<i>0.36</i>	<i>0.49</i>	<i>0.40</i>	<i>0.50</i>
Q10	<i>0.23</i>	<i>0.38</i>	<i>0.38</i>	<i>0.20</i>	<i>0.28</i>	<i>0.29</i>	<i>0.30</i>	<i>0.34</i>	<i>0.44</i>	<i>0.33</i>
Q11	<i>0.15</i>	<i>0.17</i>	<i>0.17</i>	<i>0.23</i>	<i>0.28</i>	<i>0.15</i>	<i>0.13</i>	<i>0.32</i>	<i>0.28</i>	<i>0.31</i>
Q12	<i>0.30</i>	<i>0.32</i>	<i>0.34</i>	<i>0.13</i>	<i>0.36</i>	<i>0.27</i>	<i>0.45</i>	<i>0.30</i>	<i>0.33</i>	<i>0.28</i>
Q13	<i>0.26</i>	<i>0.22</i>	<i>0.15</i>	<i>0.38</i>	<i>0.35</i>	<i>0.26</i>	<i>0.30</i>	<i>0.32</i>	<i>0.18</i>	<i>0.17</i>
Q14	<i>0.09</i>	<i>0.08</i>	<i>0.12</i>	<i>0.19</i>	<i>0.27</i>	<i>0.21</i>	<i>0.24</i>	<i>0.23</i>	<i>0.22</i>	<i>0.35</i>
Q15	<i>0.25</i>	<i>0.20</i>	<i>0.13</i>	<i>0.23</i>	<i>0.39</i>	<i>0.26</i>	<i>0.35</i>	<i>0.32</i>	<i>0.28</i>	<i>0.26</i>
Q16	<i>0.43</i>	<i>0.28</i>	<i>0.25</i>	<i>0.17</i>	<i>0.48</i>	<i>0.33</i>	<i>0.42</i>	<i>0.41</i>	<i>0.33</i>	<i>0.39</i>
Q17	<i>0.30</i>	<i>0.31</i>	<i>0.22</i>	<i>0.17</i>	<i>0.47</i>	<i>0.28</i>	<i>0.31</i>	<i>0.47</i>	<i>0.20</i>	<i>0.21</i>
Q18	<i>0.20</i>	<i>0.17</i>	<i>0.31</i>	<i>0.09</i>	<i>0.23</i>	<i>0.29</i>	<i>0.30</i>	<i>0.23</i>	<i>0.25</i>	<i>0.27</i>
Q19	<i>0.22</i>	<i>0.18</i>	<i>0.21</i>	<i>0.42</i>	<i>0.30</i>	<i>0.29</i>	<i>0.31</i>	<i>0.30</i>	<i>0.34</i>	<i>0.37</i>
Q20	<i>0.15</i>	<i>0.12</i>	<i>0.22</i>	<i>0.51</i>	<i>0.20</i>	<i>0.27</i>	<i>0.25</i>	<i>0.35</i>	<i>0.20</i>	<i>0.26</i>
Q21	<i>0.43</i>	<i>0.48</i>	<i>0.39</i>	<i>0.28</i>	<i>0.54</i>	<i>0.40</i>	<i>0.44</i>	<i>0.53</i>	<i>0.36</i>	<i>0.42</i>
Q22	<i>0.25</i>	<i>0.31</i>	<i>0.38</i>	<i>0.14</i>	<i>0.43</i>	<i>0.32</i>	<i>0.27</i>	<i>0.41</i>	<i>0.20</i>	<i>0.33</i>
Q23	<i>0.13</i>	<i>0.07</i>	<i>0.18</i>	<i>0.27</i>	<i>0.08</i>	<i>0.21</i>	<i>0.28</i>	<i>0.17</i>	<i>0.13</i>	<i>0.05</i>
Q24	<i>0.18</i>	<i>0.27</i>	<i>0.28</i>	<i>0.24</i>	<i>0.28</i>	<i>0.28</i>	<i>0.29</i>	<i>0.35</i>	<i>0.22</i>	<i>0.27</i>
Q25	<i>0.19</i>	<i>0.21</i>	<i>0.31</i>	<i>0.15</i>	<i>0.31</i>	<i>0.30</i>	<i>0.36</i>	<i>0.39</i>	<i>0.42</i>	<i>0.28</i>
Q26	<i>0.39</i>	<i>0.44</i>	<i>0.35</i>	<i>0.18</i>	<i>0.39</i>	<i>0.35</i>	<i>0.34</i>	<i>0.27</i>	<i>0.36</i>	<i>0.33</i>
Q27	<i>0.39</i>	<i>0.44</i>	<i>0.48</i>	<i>0.39</i>	<i>0.27</i>	<i>0.43</i>	<i>0.40</i>	<i>0.38</i>	<i>0.34</i>	<i>0.39</i>
Q28	<i>0.28</i>	<i>0.30</i>	<i>0.35</i>	<i>0.23</i>	<i>0.51</i>	<i>0.38</i>	<i>0.39</i>	<i>0.36</i>	<i>0.41</i>	<i>0.46</i>
Q29	<i>0.33</i>	<i>0.37</i>	<i>0.29</i>	<i>0.09</i>	<i>0.28</i>	<i>0.52</i>	<i>0.45</i>	<i>0.31</i>	<i>0.40</i>	<i>0.36</i>
Q30	<i>0.33</i>	<i>0.38</i>	<i>0.32</i>	<i>0.13</i>	<i>0.43</i>	<i>0.39</i>	<i>0.39</i>	<i>0.48</i>	<i>0.29</i>	<i>0.38</i>
Q31	<i>0.49</i>	<i>0.39</i>	<i>0.37</i>	<i>0.01</i>	<i>0.30</i>	<i>0.26</i>	<i>0.33</i>	<i>0.25</i>	<i>0.30</i>	<i>0.26</i>
Q32	1.00	<i>0.62</i>	<i>0.47</i>	<i>0.14</i>	<i>0.39</i>	<i>0.48</i>	<i>0.56</i>	<i>0.38</i>	<i>0.44</i>	<i>0.43</i>
Q33	<i>0.62</i>	1.00	<i>0.52</i>	<i>0.18</i>	<i>0.37</i>	<i>0.46</i>	<i>0.50</i>	<i>0.42</i>	<i>0.48</i>	<i>0.36</i>
Q34	<i>0.47</i>	<i>0.52</i>	1.00	<i>0.20</i>	<i>0.37</i>	<i>0.50</i>	<i>0.50</i>	<i>0.45</i>	<i>0.48</i>	<i>0.51</i>
Q35	<i>0.14</i>	<i>0.18</i>	<i>0.20</i>	1.00	<i>0.21</i>	<i>0.20</i>	<i>0.20</i>	<i>0.27</i>	<i>0.20</i>	<i>0.17</i>
Q36	<i>0.39</i>	<i>0.37</i>	<i>0.37</i>	<i>0.21</i>	1.00	<i>0.37</i>	<i>0.34</i>	<i>0.48</i>	<i>0.34</i>	<i>0.37</i>
Q37	<i>0.48</i>	<i>0.46</i>	<i>0.50</i>	<i>0.20</i>	<i>0.37</i>	1.00	<i>0.57</i>	<i>0.49</i>	<i>0.48</i>	<i>0.50</i>
Q38	<i>0.56</i>	<i>0.50</i>	<i>0.50</i>	<i>0.20</i>	<i>0.34</i>	<i>0.57</i>	1.00	<i>0.49</i>	<i>0.53</i>	<i>0.53</i>
Q39	<i>0.36</i>	<i>0.42</i>	<i>0.45</i>	<i>0.27</i>	<i>0.48</i>	<i>0.48</i>	<i>0.49</i>	1.00	<i>0.48</i>	<i>0.50</i>
Q40	<i>0.44</i>	<i>0.48</i>	<i>0.48</i>	<i>0.20</i>	<i>0.34</i>	<i>0.48</i>	<i>0.53</i>	<i>0.48</i>	1.00	<i>0.62</i>
Q41	<i>0.43</i>	<i>0.36</i>	<i>0.51</i>	<i>0.17</i>	<i>0.37</i>	<i>0.50</i>	<i>0.53</i>	<i>0.50</i>	<i>0.62</i>	1.00

APPENDIX 16

FACTOR ANALYSIS OF THE 173 RESPONSES TO 42  
ITEMS AFTER VERSION 8 OF THE CIERTQ WAS  
ADMINISTERED DURING THE RE-TEST

Factor analyses of the 173 responses to 42 items after version 8 of the CIERTQ was administered

Item	Factor 1 Reading for communication	Factor 2 Reading for meaning & interpretation	Factor 3 Reading to enhance pleasure	Factor 4 Reading for reflection	Factor 5 Reading for social interactions	Factor 6 Strategies development	Factor 7 Reading for understanding & application	Factor 8 Serendipitous factors
1	-0.02	0.65	0.11	-0.16	0.33	0.21	0.14	0.05
2	0.02	0.75	0.10	0.19	0.02	0.07	0.12	0.06
3	0.19	0.38	-0.03	0.26	0.12	0.07	0.64	0.14
4	0.22	0.19	0.09	-0.08	0.26	0.26	0.64	0.10
5	0.28	0.63	0.08	0.17	-0.05	0.12	0.10	0.21
6	0.30	0.53	0.03	0.37	0.06	0.10	0.02	0.30
7	0.20	0.48	-0.07	0.44	0.16	-0.07	0.12	0.11
8	0.64	0.21	0.18	0.17	-0.02	0.19	0.20	0.17
9	0.60	0.08	0.31	-0.08	0.13	0.22	0.14	0.17
10	0.68	0.21	0.05	0.07	0.36	0.05	0.01	0.10
11	0.65	0.06	0.03	0.09	0.18	0.25	0.14	0.26
12	0.35	0.15	0.30	-0.07	0.01	0.19	0.27	0.42
13	0.35	0.00	0.14	0.22	0.02	0.17	0.47	0.39
14	0.33	0.13	0.02	0.54	0.06	0.18	0.26	0.41
15	0.12	0.17	0.21	0.02	0.05	0.22	0.06	0.66
16	0.25	0.10	0.25	0.19	0.24	0.11	0.11	0.57
17	0.29	0.07	0.08	0.27	0.32	0.19	0.08	0.59
18	0.23	0.19	0.05	0.25	0.20	0.28	0.07	0.60
19	0.14	0.03	-0.05	0.16	-0.08	0.49	0.27	0.39
20	-0.05	0.15	0.21	0.20	0.20	0.15	0.50	0.50
21	0.08	0.23	0.24	0.01	0.28	0.19	0.25	0.54
22	0.17	0.05	0.07	0.10	0.46	0.15	0.08	0.58
23	0.21	0.17	-0.18	0.26	0.47	0.32	0.04	0.39
24	-0.13	0.31	0.12	0.37	0.43	0.12	0.13	0.35
25	0.27	-0.06	0.55	-0.09	0.00	0.22	0.31	0.21
26	0.08	0.26	0.18	0.18	0.35	0.41	0.05	0.29
27	0.24	-0.07	0.38	0.04	0.57	0.21	0.03	0.12
28	0.17	0.16	0.18	0.18	0.66	0.07	0.21	0.28
29	0.26	0.15	0.11	0.21	0.55	0.29	0.21	0.20
30	0.36	0.04	0.34	0.03	0.36	0.41	0.03	0.18
31	0.10	0.32	0.56	0.14	0.05	0.21	-0.14	0.25
32	-0.05	0.21	0.10	0.70	0.13	0.19	-0.03	0.13
33	0.05	0.09	0.23	0.73	0.09	0.22	0.09	0.06
34	0.29	-0.08	0.32	0.38	0.17	0.30	0.31	0.19
35	0.03	0.22	0.61	0.37	0.23	0.19	0.04	0.14
36	0.19	0.03	0.56	0.30	0.28	0.09	0.10	0.11
37	0.26	0.03	0.25	-0.03	0.15	0.59	0.17	0.16
38	0.02	0.07	0.28	0.29	0.19	0.58	0.15	0.16
39	0.25	-0.07	0.12	0.19	0.15	0.66	0.25	0.13
40	0.11	0.29	0.23	0.32	0.18	0.50	0.13	0.14
41	0.18	0.38	0.15	0.04	0.14	0.63	-0.13	0.24
42	0.11	0.32	0.03	0.32	0.12	0.59	0.04	0.25

Only factor loadings > 0.40 are highlighted

APPENDIX 17

RESULTS OF THE ROTARY INTERNATIONAL CLE  
LITERACY TESTS COMPLETED IN 2003 IN 259  
SCHOOLS IN THE WESTERN CAPE

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Results of the Rotary CLE literacy tests completed in 2003 in 259 schools in the Western Cape

Donald (2004) reported the following in an unpublished paper.

## **Method**

### ***Evaluation Design***

On a random basis, one Experimental school in each district was selected. A Control school, having demographic features as similar as possible to the Experimental school, was then selected from the remaining schools in the relevant district.

Baseline data were gathered from all Experimental and Control schools early in 2001 (the beginning of South African academic year). Since comparisons, on all dependent variables, were non-significant this established the equivalence between the Experimental and Control schools (grades 1-7) before intervention.

### **Outcomes and indicators**

In terms of outcome evaluation, key areas of expected change include vocabulary development, reading accuracy and comprehension skills, and written language and creativity. Parent engagement with their child's reading out of school was seen as a desirable, but as a less direct outcome. Language and cultural factors created problems in the use of standardised tests, so the following instruments were developed as indicators of expected change. Instruments were developed and applied in the two commonly used first languages of the participant group (Afrikaans and Xhosa).

#### *Cloze reading tests (grades 3-7):*

To measure reading skills, a sequence of tests – passages appropriate to grades 3 to 7 - using 'cloze' procedure, which measures both accuracy of reading as well as comprehension, were developed. Cloze procedure was selected as it reflects a contextualised reading process, and it has been successfully used in the multilingual Thai context (Oller, 1992).



*Dictation tests (grades 3-7):*

A sequence of dictation tests – passages appropriate to grades 3 to 7 - were developed to measure accuracy of written language. Again these have been used in the multilingual Thai context (Oller, 1992).

Pre-testing of both the Cloze and Dictation tests was carried out early in 2001, before the baseline, in the relevant languages across grades 3 - 7 (N = 887) in the pilot schools. This allowed adjustments to be made so that tests were at an appropriate level of difficulty for different grades, and for the different languages.

*Word test (grades 1-2):*

Since many students at the level of grades 1 and 2 in this sample were not yet be able to cope with a ‘cloze’ or a formal dictation test, a simple ‘word’ recall test was designed, broadly based on Marie Clay’s ideas of early ‘concepts of print’ (1985). Basically, students are required to recall and write down as many words they can think of in a given time. The test is thus a measure of vocabulary development and early writing skills. However, it is also reasonable to assume that most words that a student can write (spelled correctly or ‘recognisably’), he/she can also read. This would also make the test a good predictor of early reading skills. Because the Word test had provided significant differences between Experimental and Control groups in 2001 and 2002, it was decided to test the above assumption.

During 2003, 48 grade 1 students, and 47 grade 2 students, were randomly selected from their classes in four different schools, not involved in the project, in the greater Cape Town area. After the usual test, students were asked to read their own words, and to use each word in a sentence.

For grade 1, the correlation between scores for written words and correctly read words was  $r = .992$ . The correlation for written words and correct meaning was  $r = .989$ . The corresponding correlations for grade 2 were  $r = .995$  and  $r = .993$  respectively.

Although the sample was relatively small, the results do indicate that the Word test is not only a good predictor of early word reading skills, but that it is also a good predictor of word comprehension as well.

*Language and Creativity test (grades 1-7):*

Since CLE is a whole language programme, and since it actively promotes written language development and creativity, a measure of these specific skills was felt to be necessary. The measure had to be a valid test of written language use and creativity, yet at the same time be relatively brief, possible of standard application, and have a set of scoring criteria that could be reliably applied.

A simple task was therefore devised in which students were shown a picture and asked to write as much about it as possible in the space of half an hour – what was happening in the picture, why, and what happened after. Rubrics for scoring written passages were developed using a number of set criteria. The criteria were expanded and adjusted so as to be appropriate for consecutive grade levels from grade 1 up to 7. (Although grades 1's and 2's generally produced very short passages, it was still meaningful to score these according to the simple criteria developed for these levels). All scoring of the tests was conducted blind by a group of trained student teachers.

*Home Questionnaire (grade 5 and 7 parents):*

A longer term and more indirect outcome, that was nevertheless seen as relevant, was what changes happened in terms of parents supporting their child's reading at home. A questionnaire, exploring these issues (using a three point rating on each question), was therefore developed and applied at the Grades 5 and 7 levels in 2003 - and will be again in 2005.

A summary of the application of these different measures as dependant variables within the outcomes evaluation design for 2003 is given in Table 1.

**Table 1** The 2003 outcomes evaluation design by grade (gr), sample size (n), condition (experimental (e) / control (c)), and dependent variable

	<u>Gr 1: N</u>	<u>Gr 2: N</u>	<u>Gr 3: N</u>	<u>Gr 4: N</u>	<u>Gr 5: N</u>	<u>Gr 6: N</u>	<u>Gr 7: N</u>	<u>Total</u>
DEPENDENT VARIABLES								
<u>Cloze:</u>			E 164 C 148	E 154 C 138	E 159 C 144	E 172 C 146	E 146 C 151	E 795 C 727
<u>Dictation:</u>			E 155 C 152	E 138 C 137	E 161 C 143	E 168 C 147	E 138 C 139	E 760 C 718
<u>Word test:</u>	E 157 C 167	E 163 C 146						E 320 C 313
<u>Language and creativity</u>	E 136 C 146	E 149 C 152	E 117 C 158	E 149 C 130	E 163 C 144	E 172 C 146	E 145 C 151	E 1031 C 1027
<u>Home questionnaire</u>					E 121 C 112		E 109 C 96	E 230 C 208

All data gathering was conducted in the final quarter of the 2003 school year by trained Department of Education personnel. Tests were scored by a group of trained student teachers.

## Results

The data from the tests conducted in 2003 was analysed using multivariate analysis of variance. The independent variables analysed were *Condition* (Experimental vs Control) and *Grade* (Gr 1-2; 3-7; 1-7; or 5&7: see Table 1).

### *Cloze*

On the Cloze test scores (grades 3-7), the main condition effect ( $F(df\ 1) = 22.44$ ) was highly significant ( $p < 0.001$ ). The mean for the Experimental group was 65.43% ( $N=795$ ;  $SD=20.62$ ) and that for the Control group was 59.62% ( $N=727$ ;  $SD=26.24$ ).

A small but significant interaction effect ( $F(df\ 4) = 2.87$ ,  $p < 0.05$ ), in which the condition effect was clear and consistent over grades 3-6, but not for grade 7, was also present.

This result indicates that the CLE programme is having a positive effect on reading and comprehension from grade 3 through grade 6. At this stage, the effects at grade 7 appear to be more problematic, but results in 2004 may clarify this. The result for 2001 (grade 3) ( $F = 18.77$ ,  $p < 0.001$ ) was also positive. That for 2002 (grades 3-5) indicated a positive trend but did not reach significance ( $F = 2.45$ , NS).

### *Dictation*

On the Dictation test scores (grades 3-7), the main condition effect ( $F$  (df 1) = 67.90) was highly significant ( $p < 0.001$ ), with means of 84.19% for the Experimental group ( $N=760$ ;  $SD=17.37$ ) and 75.02% for the Control group ( $N=718$ ;  $SD=25.65$ ).

This result indicates that the CLE programme is also having a positive effect on the accuracy of written skills, and from grade 3 through to grade 7.

### *Language and Creativity*

With Language and Creativity scores (grades 1-7), the main condition effect ( $F = 4.08$ ) was significant ( $p < 0.05$ ), with means of 56.87% for the Experimental group ( $N=1031$ ;  $SD=16.52$ ) and 54.77% for the Control group ( $N=1027$ ;  $SD=20.31$ ).

Although this result is not dramatic, it is significant. With highly significant results on the Language and Creativity measure reported for grades 1 - 3 in 2001 ( $F = 34.35$ ,  $p < 0.001$ ) and for grades 1 - 5 in 2002 ( $F = 100.73$ ,  $p < 0.001$ ), the consistency with which students in the Experimental schools have performed better on this measure than those in the Control schools is important. Supporting this are comments from teachers (both this year and in previous years) of improvements in written language skills for their students in the CLE programme.

An explanation of why this result was less clear than in previous years may lie in the significant interaction ( $F$  (df 6) = 13.83,  $p < 0.001$ ) that was also present. This indicated that the condition effect was clear and consistent over grades 1 - 4, but became progressively less clear from grade 5 to grade 7. The most likely explanation of this result is that it is the early stages of the CLE programme, which have the most consistent effect on the Language and Creativity measure. This is supported by the results for 2001 and 2002. The higher language

functions, which are generally the focus of later stages of the CLE programme, are probably not reflected specifically enough in the actual measure. The results in 2004 (focussing on grades 4-7) might make this clearer.

#### *Word test*

On the Word test scores (grades 1-2), the main condition effect was highly significant ( $F = 37.55$ ;  $p < 0.001$ ), with means of 110.11 for the Experimental group ( $N=320$ ;  $SD=68.85$ ) and 81.76 for the Control group ( $N=313$ ;  $SD=42.42$ ).

Given the correlations quoted earlier, the result indicates the positive effects of the CLE programme on vocabulary, and the development of word-writing, word-reading and word-comprehension, in grades 1 and 2. The positive results for both 2001 ( $F = 7.23$ ,  $p < 0.01$ ) and 2002 ( $F = 4.10$ ,  $p < 0.05$ ) are consistent with this. In addition, repeated comments from teachers (both this year and in previous years) of improvements in vocabulary, reading and writing reinforce the result.

#### *Home Questionnaire*

On the Home Questionnaire scores (grades 5 & 7 parents), the main condition effect was significant ( $F = 4.48$ ;  $p < 0.05$ ), with means of 15.86 for the Experimental group ( $N=230$ ;  $SD=2.66$ ) and 15.24 for the Control group ( $N=208$ ;  $SD=3.10$ ).

Although not dramatic, this is an encouraging result. Despite being an indirect effect, there appears - since the baseline measure was taken in early 2001 - to have been a small but positive shift in how parents in the Experimental group perceive the importance of reading, their child's interest in reading, and supporting their child in the process.

#### Comments and remarks

- After three years of intervention, and with all relevant grades (1-7) now involved, the current results, taken together with the interim results over the previous two years, are a good indication that the programme is achieving its aims. On all student performance measures (Cloze, Dictation, Words, and Language and Creativity) the results, with minor qualifications, are consistently positive.

- Given that the measures cover a range of reading, writing and language development skills, these results, taken together, suggest that the CLE programme is having a significant and sustained impact on student performance over what constitutes a critical dimension of scholastic progress in these developing schools.
- In addition, qualitative analysis of teacher feedback has consistently supported the quantitative findings – especially on such elements as improvements in students' active participation, motivation, confidence, vocabulary and language development, and reading and writing skills.
- The parent questionnaire indicates a marginal, but significant, difference in parental support of reading development. With no direct parent intervention in the programme, this is an interesting outcome. Given that parent involvement has been shown to be a significant factor in literacy (Topping, 1995), the programme might benefit from more direct intervention in this area.

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